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ABSTRACT

This research report discusses a study which examined the purposes of reading in six respondents. Chapter 1 introduces the six respondents of the study and the inquirer; reasons for the study are briefly explained. Chapter 2 presents glimpses of several observations of classroom settings. Chapter 3 covers the methodology which guided the inquirer through the first three observations. The fourth chapter presents one interview with each respondent; the four student respondents are followed by two teacher respondents. Chapter 5 discusses the methodology which guided the inquirer through the middle 12 interviews. The chapter explains shifts in the study's focus, data analysis, and methods in relationship to the interviews with respondents and debriefings with colleagues; the preliminary set of categories to explain purposes for reading are dismissed, as the study branches out in middle directions mostly unfocused by the inquirer. Chapter 6 presents each respondent's inner view of reading and purposes for reading. The chapter attempts to meld the observation and interview data for each respondent into six self-portraits. Chapter 7 presents the final methodology of the study. It traces the plan for the final six interviews with the respondents and reflects upon the trustworthiness of the study's methodology and consensus. Chapter 8 is divided into two sections. The first section presents a consensus viewpoint of the respondents' construction of the reading purpose. The second section presents some reflection on future hermeneutics that seem to be the seeds of the report's conclusions. Appendixes include audit trail code, audit trails for chapters two, four, and six, daily log of activities, and informed consent letters. (MG)

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Purpose--Need--Task

A case study of six respondents' beliefs
about why they read

September-December 1986

Jamie M. Myers

CS010257

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INTRODUCTION:

This introduction is critical to reading the research report that follows. Each successive chapter of this study is related back to the previous chapter; however, each chapter can be read alone with a complete understanding possible. Each chapter has a purpose of its own, so is written in a manner which is believed to be most appropriate for that purpose. It is appropriate that the reader of this study about reading purposes have a glimpse at a purpose for each chapter.

The first chapter presents the six respondents of this study and the inquirer. The reasons for the study are briefly explained. The location of the study is sketched. But the most important part is the nature of this study's representation of the inquiry process. This is discussed in light of how the nature of knowledge and experience can influence both the inquiry and the reporting of its findings.

The second chapter presents glimpses of several observations of classroom settings. These are presented without interpretation by the inquirer, but are presented in first person scene by scene narration. Through these observation accounts the reader may establish an experience of the teachers, students, inquirer, and their interaction.

The third chapter presents a brief look at the methodology which guided the inquirer through the first three observations. The corresponding data analysis of these observations is elaborated. The inquirer's first attempts at making sense of the purposes for reading in these three observations is explained in terms of a preliminary set of categories of reading purpose. This chapter is written in first person point of view, so that the reader may meet the workings of the inquirer's mind. Although this methodology and analysis mingles the first three observations, it is chronologically placed in terms of the study. This chapter might easily be passed without limiting the possible meanings of this study. This is especially true for the reader who wishes to make his own conclusions about the interview data that follows in chapter three. The reader may always return to this chapter later to evaluate the methodology of the study.

The fourth chapter presents one interview with each respondent. The four student respondents are followed by two teacher respondents. These interviews are written in first person point of view for two purposes: first, so the reader may formulate an experience of the respondent's construction of reading and reading purpose; and, second, so the reader may evaluate the types of questions and probes used by the inquirer to interact with the respondent. The openness of this text to the reader's interpretation is essential to the impact of this study.

The fifth chapter presents the methodology which guided the inquirer through the middle 12 interviews. This chapter is also written in first person point of view because it makes the inquirer's thinking readily presented. Shifts in the study's focus, data analysis, and methods is explained in relationship to the interviews with respondents and debriefings with collegues; the preliminary set of categories to explain purposes for reading are dismissed, as the study branches out in multiple directions mostly unfocused by the inquirer. The real attempts to gain the respondents views of reading purposes lead to redundancy about the construct of a "reading purpose" in terms of these respondents. Again, this chapter might be bypassed by the reader who is in hot pursuit of experiencing the constructions of the six respondents, without the interpretations of the inquirer. This chapter may be read to evaluate the methodology of the inquiry.

The sixth chapter presents each respondent's inner view of reading and the purposes for reading. This chapter attempts to meld the observation and interview data for each respondent into six self-portraits. They are written in first person as if each respondent was speaking to the reader. They are based on several third person accounts of the respondents reading belief which each respondent has read, corrected, and accepted as representing his own view. The reader will meet each respondent in a very personal way in this chapter.

The seventh chapter presents the final methodology of this study. It traces the plan for the final six interviews with the respondents and reflects upon the trustworthiness of the study's methodology and consensus. Again this chapter might easily be bypassed to go directly to the experience of the final interviews.

The eighth chapter is divided into two sections. The first presents a consensus viewpoint of the respondents construction of the reading purpose. Specific examples of reading instances for each respondent were used to draw six diagrams during a final day of interviewing. Each respondent's diagram relates their own purposes for reading and how their purposes are created. The same structure of diagram was used to capture each respondent's construction of the reading purpose. Some difference in the diagrams developed, but all of the respondents accepted a smiliar diagram structure as representing their reading purpose.

The second section presents some reflection on future hermenutics hermeneutics

that seem to be the seeds of this/reports conclusions. Educational implications of these future hermenutics for learning, reading, and instructing are related.

This research report has been organized with the even chapters presenting uninterpreted views of the respondents, because this inquirer believes that most research presents only the researcher's interpretation of the data. Naturalistic studies do well to present the respondents in a way that the reader can experience them first hand. The odd chapters of this case study provide the reader a chance to compare what they experience with the respondents, to a parallel presentation of the inquirer's experience of the respondents' constructions. The reader may find it enjoyable to compare his meanings with the inquirer's; it also supports the authenticity of the inquirer's conclusions. In these even chapters, the inquirer's experience of the respondents' meanings is entangled with descriptions of data collection and analysis, and the methodological decisions which guided the inquiry.

In closing this introduction quickly, the reader is encouraged to make their own path through this research report.

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CHAPTER ONE: WHY, WHO, COMMUNITY, AND INQUIRY

ADUSTING THE LENS:

This chapter briefly acquaints you with just a few aspects of four fifth grade students, two of their teachers, one inquirer, and their experience. Of special importance to this study are beliefs about reading, why people read, and how reading can be taught. A fuller understanding of reading and of the seven people involved will only result when the smudges on the lens are cleaned and a new roll of film is put into place at the end of Chapter Eight.

WHY:

The beginning focus of this study was to investigate the purposes fifth graders had for reading. An elementary school in a large American town was selected through the introduction of the inquirer to a fifth grade teacher by a mutual friend. The plan was to observe the reading which happened in the classroom and talk about why the participants read. Three fifth grade students and their teachers would be interviewed. Their reading purposes outside of school would also be investigated. After some ideas about purposes for reading were formed, then the inquirer would investigate the strategies students used to achieve different reading purposes in different contexts. Sharing these reading strategies for reading purposes would give teachers an experience of instructional demonstrations to engage students in learning and assist in the evaluation of students' reading for particular purposes.

However, this study did not get that far. It only provides for an experience by the reader in the reading purposes of four students and two teachers. The reader may experience more.

WHO:

The inquirer has taught seventh grade reading and English, senior English, high school reading, college reading, and teacher education classes in content reading and clinical reading. He finds the reading process identical to the learning process. He believes reading and learning are purpose oriented and that instruction should engage students in activites that demonstrate purposes. He wonders what these purposes could be.

The two teacher respondents are Mr. Allen and Mrs. Tupps. Mr. Allen teaches the top reading group, the low math group, and Science. Mrs. Tupps teaches the low reading group, the top math group, and Social Studies. Mr. Allen was the inquirer's initial contact for the study, so his homeroom students provided the student respondents. Mr. Allen has taught seventeen years and has taken University coursework beyond his Masters Degree in Elementary Education. Mrs. Tupps has taught ten years and has a Masters Degree in Elementary Education. What they believe about reading and the purposes for reading follow.

The four student respondents came from a group of six originally selected by Mr. Allen, so that each reading ability group had a boy and girl represented. Schedule constraints limited this study's respondents to four students: Jane and Albert from the high reading ability group, Butch from the middle reading ability group, and Bobby from the low reading group. Jane, Albert, and Butch are 10 years old and Bobby is 11 years old.

COMMUNITY:

The school enrolled 700 students of middle class background for grades K-6. It staffed 43 teachers, including special area teachers. Three fifth grade teachers divided approximately 80 fifth graders. Each class of fifth graders began the day with a homeroom teacher from 8:45 to 9:10. Then the students travel to one of the three fifth grade teachers for Reading which is ability grouped. After this 50 minute period the students rejoin their homeroom groups and travel through a cycle of three 40 minute periods of English, Social Studies, and Science. One of these would be taught by their homeroom teacher and the other two were taught by the other two fifth grade teachers. After lunch the fifth graders were again ability grouped for Math. Then they would attend two of the three--Art, Music, and Physical Education--which were taught by the special area teachers. After this class they returned to their homeroom group for the final hour study period at the end of the school day.

The school's schedule was especially appropriate for allowing the observation of reading in different subject areas. The bonus of seeing different teachers added many other interactions. The teachers had agreed to allow the inquirer to follow Mr. Allen's homeroom students through each of their instructional periods. The student respondents for the study had not yet been selected by Mr. Allen when the first observation took place, so the inquirer followed all of these students' reading through Reading, Social Studies, English, and Science.

REFLECTION ON INQUIRY:

Knowledge is not something you have or don't have. It is a quality of knowing which develops in degrees through interaction in a language community. The knowing is a present state of experience. Consider two explanations for this present state of knowing experience.

The first explanation is that your past background of experiences have developed in your mind a logic which is used to view the world. This "world view" determines present experiences and future knowing through an act of perception--a kind of logical filter which the mind uses to select the sensations that are important to the meaning of its own view of the world.

With this understanding of experience, knowing is a collection of mental facts that are related in a general logical pattern of mental reality that directly corresponds to the physical world. There is a great deal of agreement between people on these general patterns of reality.

With this understanding of experience, knowing is an active process because each person applies his background of knowledge to the present interpretation in a logical process. Yet this logical process is limited and determined by the mental organization of past experiences. Sometimes a reorganization of the "world view" occurs based upon a new experience which doesn't seem to fit the background. This results in a new knowledge of experience.

With this understanding of experience, experiences are seen as the unit of meaning. Knowing exists with the logic of these experience units in a framework of reality which is a composite of knowledge. Life then becomes a fitting of new experiences into this composite which has a stable existence in the mind's thoughts. In fact, the logic of this composite determines the limits and meaning of present experiences. This logic resides in the ogranization of background experience. Inquiry becomes the discovery and verification of this knowledge of background experience.

What becomes important in this explanation of experience is a control over the world by the accumulation of the knowledge of a reality. Education then becomes the process of adding to this storehouse of knowledge the facts and relationships that increase the composite of knowledge, thereby increasing the abiltiy of the student to make meaning out of present and future experience. The student is encouraged to use the logic of his past experience to form the meaning of the present experience.

The second explanation is that the logic for making meaningful experiences out of the world is found in each moment's unique context of language meanings. The logic is not derived from a composite of background knowledge that can be generalized and applied to formulate new experiences. This is more than a use of new different terms to describe thought and language.

With this understanding of experience, thought and language are simultaneous. The units for making meaning are not background experiences; these are the results of past meaning making. The units of meaning making are the language meanings that the community of language users negotiate at each moment. Each language meaning forms an experience. Past experiences do fleet in and out of this language use, but they are not directed by a composite of background knowledge, they are triggered by a presentground use of language to make meaning. This is why many times recalled experiences bear unique relationships to the presentground meaning, as well as, having similar relationships to the presentground experience.

The presentgroud meaning making of languae has an unlimited potential for new meaning. Yet these meanings are predictable to some degree because of the negotiated uses of language meaning in the larger society, not because of a common background knowledge of the facts and concepts of the world.

With this understanding, experience is a presentground act of knowing and not a background composite of knowledge. The presentground act of knowing is a result of creating language meanings. The writer of these thoughts at this very moment is involved in a presentground act of knowing by using the logic of written language. The reader at this very moment is involved in a presentground act of knowing by using the logic of written language. The logic of language is engaged by its use in a community to make and share the meaning of experiences. The logic of language has been negotiated by the users through its use, and through each use the logic of language is renegotiated before meaning is made. The logic of language is not the same as the meanings created by language.

The logic of language is the same logic of thought that organizes the first explanation's background knowledge. The second explanation finds the logic of making meaning in the use of language at each new context of community and time, but the first explanation finds the logic of making meaning in a mental framework that is brought to bear upon each new experience--some language, some not. The second explanation finds all meanings of experience transmediated by language. Intutive meanings result from the power of language to generate new meaning.

The first explanation is one of background knowledge making the meaning of experience. The second explanation finds presentground language use making the meaning of experience. In terms of education, the use of language to express personal meanings about the topics presented for classroom consideration focuses learning on the meaning making of presentground experience. The emphasis is on developing the knowing of students, not the knowledge of students. There is no need to fear this knowing as going way beyond any traditional realities, because the logic of language use is shared by the predictability of meaning. Learning to use language to express thoughts increases the ability to engage in the knowing process. And using language to do this is the best way to engage the students' learning.

With this language use explanation of knowing experience, each person must be a presentground inquirer, striving to share each other's meanings about something by using language, usually spoken or written. The community becomes a group of sharing inquirers, who use language to generate meaningful experiences together. Even when one is giving an account of some past experience, the langague use is to make a presentground experience have a shared meaning.

If it was only as simple as accumulating a store of experiences so that every new moment's action might be interpreted by the framework of background knowledge. But, everything is in a flux with memories, people, places, and even moments all wrapped into a pulsing ball that is ready to shoot off in a multitude of meanings at each unique fleeting unit of experience. Usually, we think of our experience as creating the way we think about the world. But the way we think about the world through language use creates experience. It is an inquiring process, in which we enter each new context to interact with the people involved and use language to make a shared meaning. Teaching is just such an inquiring process as much as the research of social meaning.

Consider the construction of meaning as the use of language to make an experience in each new context. Then the need to discover general educational principles for teaching children knowledge they need to better make meaning is insubstantial. So, as you read this research report, do not search for facts and concepts that sum up its findings. Instead, engage in the process of knowing, through the use of language, to share with the people presented an experience of your own.

CHAPTER TWO: GLIMPSES OF READING SCENES

ADJUSTING THE LENS:

During the three days I observed Mr. Allen and Mrs. Tupps teach several classes. I looked for reading events. The following scenes present what I saw that is important to reading in school. The scenes are grouped by teacher and subject. You first will meet Mrs. Tupps' Social Studies classes. Then a brief look at Mrs. Tupps' Low-Ability Reading class. This is followed by two accounts of Mr. Allen's High-Ability Reading class. Finally, three scenes of Mr. Allen's Science class is presented. Throughout these scenes you will see reading as it relates to Mr. Allen and Mrs. Tupps. But you will also see the reading of four students in particular--Bobby, Jane, Albert, and Butch--among the reading of the students in the whole class of fifth graders. Perhaps you will even see a little of your own reading in these brief scenes.

MRS. TUPPS:

My First Visit to Fifth Grade Social Studies---- October 9, 1986

After Reading class, the first period of the morning cycle, the students gather in the halls outside their next class. As I am waiting with Mr. Allen's homeroom group to enter Mrs. Tupps' room for Social Studies, I read some of the many student stories taped to the wall outside Mrs. Tupps room. As I enter the room last I see four clusters of individual student tables pulled together to form large tables with four to eight students facing each other at each cluster. 1

Mrs. Tupps asks the class to open their text book to a particular page (I miss the page number). A few students briefly look at the textbook on this page, but most open the book, then look around or talk to their neighbor. 2

Mrs. Tupps, sitting at the front of the room, asks a series of questions about the information read in the textbook the previous day. These questions cover basic factual elements of New England weather and industry. About five students consistently turn their pages during these questions, looking for answers. One boy studies a map for several minutes. Another boy answers a question about the name of leather shoes, moccasins, with his eyes moving from the teacher, after she calls 3 on him to the book, where his finger is on the answer. All the questions have specific answers which many students volunteer to give. One question is, "What do they call the boats they go out on?"

After about eight minutes Mrs. Tupps says that yesterday they started to read about livestock. Now she asks three or four questions about this and there is a lot of page turning by the students. Mrs. Tupps refers them to page 294 after a question and several students 4
bend over their text and begin to read. Most hands are up to get the answer about livestock, then she asks, "What is their biggest cash crop?" Several students look to their book, and several raise their hand. No students have shouted out answers, they have all waited to be called on. A boy at the back is called on and he answers, "Potatoes."

"What vegetable?" Mrs. Tupps asks and is answered.

"What other things are grown there?" Mrs. Tupps continues and is answered quickly by the girl called on, "blueberries and cranberries."

After about 10 minutes of questioning review, Mrs. Tupps focuses everyone on reading the new section about forests on page 295. Several volunteers raise their hand and one boy is selected to read aloud. One student is not following along, he just looks over his book at the classroom and another student is filling out some paper with blocks that looks like an assignment record/schedule. The rest appear to be following along.

At the end of the first student's oral reading, Mrs. Tupps asks a few questions about whether the forests are dense from the way the book describes them. Another student then continues to read aloud. This student strains to pronounce the term "decidious" in her reading and at the end of that paragraph, Mrs. Tupps asks about whether we have
decidious trees around here. After a student explains why, she asks why 5
people have pine trees. One student says because they are pretty. Mrs. Tupps agrees, then prompts an answer by suggesting that the wind might have something to do with it; a student replies, "keeps the wind off the house."

As another student continues to read aloud, I notice Albert looking around and briefly whispering to three other boys at his table. At the end of this reader Mrs. Tupps asks a series of questions about its content:

"Have our uses of lumber and trees changed since the New England colonist?"

"Do any of you heat your home with wood?"

Mrs. Tupps relates a story of how as a girl they heated with coal and wood and it was a luxury to move up to gas furnance. But that now they are back to wood.

"Why go back to wood?" She asks after relating her story.

A student replies, "You save energy." 6

"O.K. you help conserve energy, but it's also cheaper. We save almost 2,000 dollars a year by heating with wood."

Mrs. Tupps now directs the class to focus on a new section in the text, asks for a new volunteer to read, and points out to everyone that we are on page 296. This section is about maple syrup and at the end she asks, "Did you ever have real maple syrup?"

A student raises his hand and after being called on replies that he has at his grandmas. Another student is called upon and he says that he has had it at his grandmas too, because they have some maple syrup trees in their yard. Mrs. Tupps then explains that we do have maple trees in this area and she begins to relate a story about how, as a child, she would help her Dad help a neighbor make maple syrup out of the maple water. She draws a diagram on the board of a large rectangular container with cells and a door on each cell. She explains how this was positioned over a fire with a very constant temperature and how the water was constantly stirred and transferred into each cell for a very specific amount of time until it reached the last cell and was thick like syrup. Several hands are up before she finishes and she calls on one to read aloud. 7

During this reader, there are about six boys in the back two tables who are whispering and smiling at each other. Mrs. Tupps tells the reader to go on twice at paragraph breaks where the reader pauses for Mrs. Tupps' possible questions. At one break Mrs. Tupps inserts the comment that trees can be replanted which is one good thing about them as a natural resource. Then a new reader is selected, this reader is the sixth one during the 12 minutes of oral reading and questioning so far.

At the end of this sixth passage about lumberjacks and legends, Mrs Tupps asks if any of the student's Dads have chainsaws?" Without getting an answer, she tells a story about her personal experience with having to chop wood and store it for the winter and haul it into the house when it is cold. Maybe five or ten hands start popping up near the end of her story and she asks one student if he has a question or if he just wants to read. He replies that he just wants to read. All the other hands drop when she mentions the word question. 8

About 16 minutes into the oral reading, Mrs. Tupps checks the time, then instructs the students to just follow along while she reads. She reads aloud about the pulpwood and paper industry. She instructs the class, "Look at the chart, while I read this." The chart is on the facing text page and it explains the steps to how paper is made. Mrs. Tupps likens the steps to common events around the home and kitchen. On the next section about pollution and paper pulp, she asks if any of the students have taken paper to the recycling center. One student says yes. At this time class ends.

Mrs. Tupps instructs the students to write their name on both page 75 and 76 before they tear it out of their workbook. She says that since this is a map it is a little harder to grade in class, so she will do it tonight. Then, she assigns the vocabulary words on page 294. She reminds them that they went over these words yesterday when they were written on the board. She says that she wants a paper with 12 words on it, stops, then says 12 "meanings" on it with emphasis on the word "meanings". 9

My Second Visit to Fifth Grade Social Studies--- October 16, 1986

Before I enter Mrs. Tupps room for my second visit, I notice a new set of student stories on the wall outside her door. I soon learn this visit happens to be on the day before the test over the New England states. The entire period is occupied with checking the answers on a homework page and correcting the answers missed on a practice test. 10

Mrs. Tupps begins this checking by instructing the class to exchange papers and open their books to page 108 where the questions were located. Four oral readers read a question and give a multiple choice answer. For each answer, Mrs. Tupps explains why it is correct. I notice Butch coloring his pencil eraser with a pen as he listens and looks at his paper. 11

Mrs. Tupps explains that the next set of answers might vary, but that the paper you are checking must have complete sentences or she will take off some points. For each question an oral reader reads one answer, then Mrs. Tupps reads off a long list of other possiblities that may be in an answer. Albert asks about one question if "they have to have something about the warm weather?" 12

On the next question, Albert reads to the owner of the paper the answer requesting a river that runs in the New England states. When Mrs Tupps says the Hudson is not right, Jane and a neighbor look through the textbook with their papers in hand. Mrs. Tupps continues by saying, "If you can show me in the book where it says that, I can count it right." 13

On the next question about industries, Butch has "toys". Mrs. Tupps pauses then asks Butch if he was thinking of electronics when he came up with toys. Butch replies yes and Mrs. Tupps says that since it didn't say that, she will have to think about that one. 14

Mrs. Tupps then instructs the students to be sure they have
complete sentences before they turn in this homework paper in the tub by
the door. While the students do this, she calls them to get the practice
test back. When Jane gets her paper, she hides it from her neighbor. 15
About 25 minutes of class have elapsed when Mrs. Tupps begins to give the
correct answers for this practice test.

During this correction time of about five minutes, Albert doesn't have
a paper because he just turned his in at the beginning of the class. Jane
goes up to Mrs. Tupps once to point out a mistake in the grading of her 16
paper. And I hear one of the first answers about New England products is
toys, just what Butch had on the first paper. I also see Albert and
several other students looking into their textbook with fingers skimming
for answers.

Mrs. Tupps closes out class by asking the students to study for 17
their test tomorrow. She says to be ready to explain the paper making
process, know the vocabulary words, study page 78 and 79 that they just
corrected, review the chapter, and be ready to tell how the maple sugar
syrup process has changed.

My Third Visit to Fifth Grade Social Studies---- October 23,
1986

Again, as I wait with the students to go into Social Studies from
Reading class, I notice new stories taped to the wall outside of Mrs.
Tupps' room. When I sit down, Mrs. Tupps is calling off the student's 18
names to come up to her desk to pick up papers she has checked. After
all the papers are returned Mrs. Tupps says that the class is going to do
the crossword puzzle on the back together. She selects the first oral
reader to read the clue, then she adds the clue that the football team is
named after it. Quickly, a student gets Pittsburgh.

Mrs. Tupps writes this on the board. She then tells the students to
open up tHeir textbooks between 314 and 318 to find the answers. The 19
answers come fairly quickly as Mrs. Tupps continues to call on readers to
orally read the clues. Bobby copies the answers off the board one letter
at a time. Other students, like Jane, do not look at the board, but just
write in the correct answers. Several students flip through the pages to
find an answer and raise their hands to read the clue and answer for the
class.

After 14 minutes on this puzzle, Mrs. Tupps instructs the class to
open their books to page 319 to get two new vocabulary words: "commerce 20
and megaopolis". She says that with these two, everyone should now have

11 words to go over the meanings. In the next 7 minutes, I notice almost 21
everyone looking up the two words in the glossary in their books.

In the last 4 minutes of class, Mrs. Tupps defines each of the vocabulary words for the students. They check their own answers for correctness. To me the answers Mrs. Tupps reads sound like they are written in the text glossary. When a couple of the students ask if what 22
they have is correct, Mrs. Tupps says, "I'm just reading from the book, so you need to look it up again and see where you went wrong." During the last vocabulary word the class does before leaving, several students chime in to read aloud with Mrs. Tupps as she reads the definition from the glossary.

My Visit to Mrs. Tupps Low-Ability Reading Class--- October 23, 1986

After my second visit to school Mrs. Tupps had said that "Bobby is really the only one below reading grade level." As Reading class began today, she read the directions for Bobby on several worksheet pages. They sat at a separate table from the twelve other students who were grouped at two other tables clusters. On one page, she instructs Bobby to try all the answers before picking the word that means the same as the word in the sentence. On the next page she stresses that he should pick the opposite meaning word. Then she says, "Always read the 23
directions."

For the next workbook page, Mrs. Tupps tells Bobby to read the story to answer the questions. She emphasizes that he should not try to remember the whole stroy, but that he should look back to pick out the right answers because the story is right there. The last couple of pages involve directions for picking prefixes with the correct meaning and with alphabetizing groups of words. Mrs. Tupps then sends Bobby and another boy at Bobby's table, who worked on the pages during the directions, to the library to complete them.

Mrs. Tupps then passes out two papers which she has graded, while the students pick up their Reading workbooks. Many of the students are interested in each other's grades. As soon as everyone has their paper, Mrs. Tupps directs their attention to the focus paper. She reads the first question aloud and asks the students for whose answer she wrote 5 24
out of 5 points on. One student reads his answer aloud and Mrs. Tupps says it is a perfect answer and that it begins with the question. Mrs. Tupps points out that question 2 has two parts and she asks for a 15 out of 15 points answer. After the student answer, she explains why that is

the best possible answer that could be given. She asks the students to
look at their answer to see where they could improve it. After a few 25
seconds pause, she reads question 3. Again she explains why a student's
answer is good. On question 4, Mrs. Tupps asks a follow-up question that
is not part of the assignment; a student answers it quickly. Mrs. Tupps
then says that they are not going to read question 5, but that each
student should look at it if they didn't get a perfect score and see
where they can improve on their answer. This has taken about 6 minutes.

Mrs. Tupps then asks the students to look at the other paper she
returned, a quiz over the story the worksheet was about. On the first
two questions, after Mrs. Tupps reads them aloud, the class reads the
answers in a chorus. On the next three questions Mrs. Tupps explains the 26
answer or asks a second question which leads a student to saying the
correct answer. After a student answer for question 6, Mrs. Tupps says
that hardly anyone mentioned the special coin that Walter offered in the
story that really clenched the deal for the puppy. For question 7, Mrs.
Tupps elaborates a student's answer. She says questions 8 and 9 are
opinions and that they really can't check those answers, so they go on to
question 10 which the class again reads the answer aloud almost in unison.

Mrs. Tupps closes out this checking of paper two by explaining how
she gave points on the vocabulary words. She says that the students
need to see from the grading criteria how to improve their answers. This
paper took about six minutes to review.

Mrs. Tupps now introduces a new story in the basal reader: "Henry
and Midge's Crystal Ball." She asks how many have baby sitted for
someone who gave you trouble. Over half of the classes hands shoot up
and remain up. She tells them that this is what this story is about and 27
that they can put their hands down now. She picks a boy to begin reading
the story aloud. He stumbles on the word "particularily", so she
pronounces it for him and has the class repeat it three times. He then
continues to finish the paragraph.

After the second oral reader, Mrs. Tupps talks about hiding on
babysitters and asks if that has ever happened to anyone. A few hands go
up to this question. The oral reading continues without an answer from
the students. After the sixth oral reader finishes the paragraph with the
word "reputation" in it, Mrs. Tupps asks everyone what a reputation is.
One student responds that it is your career. Mrs. Tupps says, "O.K., but 28
you don't have to have a career and you can have a reputation." After a
few moments, she explains what a reputation means. The seventh oral
reader stops on a word he cannot pronounce until Mrs. Tupps helps him. 29
After this reader she asks the class if anyone can figure out how using a

walkie-talkie and a ball is going to solve their babysitting problem. One girl raises her hand, but Mrs. Tupps says let's read on.

After this next reader, Mrs. Tupps says that he is up in a tree now with the walkie-talkie, any ideas? A student is called on and she says they are going to watch the child. "Why walkie-talkies," Mrs. Tupps asks. The student says so they can talk about what they see. Mrs. Tupps asks why he is going up in the tree and calls on another student. He says something I couldn't hear and Mrs. Tupps adds that high up in a tree, he can see all around. 30

After the next reader, who stops for help on a couple of words and skips a line, Mrs. Tupps asks the students if they think the little girl will believe this about the crystal ball. She says that she doesn't think she will, then adds let's see if they can pull this off. A few hands went up during these questions. At this point, after about 15 minutes of oral reading, Mrs. Tupps says she is going to finish reading the story. During this reading she stops to ask one question, "Do you think she is starting to believe it?" At the end of the story she is smiling and comments, "Good 31
story, huh." Then she asks who is telling the story and after a student replies correctly, she explains that it's unusual. Then she assigns a worksheet from the workbook to do on the story with complete sentence answers. 32

During the fourth oral reader, Bobby returned from the library and Mrs. Tupps had him work with a question and answer machine at the back of the room. This machine has lights and headphones and has the student read questions and indicate the correct multiple choice answer. 33

MR ALLEN:

My First Visit to Mr. Allen's High-Ability Reading Class--- October 9, 1986

As soon as homeroom ended, eveyone shifts. Several students pick up their books and leave the room and some stay for reading with Mr. Allen. Several more come into the room for reading until all the tables are full, a total of 35 students. Mr. Allen's room has the desks arranged in clusters like Mrs. Tupps room. There are six clusters and two large tables. I have to give up my seat and sit in a chair along the back wall. All through this switch, a student at the front of the room continued to read his hardback Beverly Cleary book. Some students immediately begin sharing papers they had written. Mr. Allen completes a flow chart map of 34 the class activities for the day on the blackboard. Some students look at it as he tells them the class goals. He also mentions that the descriptive writing papers will be made into a book like the last writings by the students, so they should be sure that everything is the way they want. He then gives directions for a vocabulary test over the stories they have been reading, five words from each of several stories. One table at a time of students pick up their vocabulary test and return to their seat. Mr. Allen asks them to stay in their seats and do something quietly when they are done. All the students are busy reading this vocabulary test from about 9:17 to 9:30, when a few finish. 35

By 9:33 four students are reading in independent reading books, one girl reads XThe Left Handed ShortstopY. A boy looks at an oversized book with a lot of large pictures. At the table right ahead of me another boy finishes and he begins to write instead of read the book XThe Grey KingY which he has bookmarked about three quaters of the way through. At the far table up front a girl draws a picture on her descriptive paper after getting a crayon from the box near the heater between the windows. At the table right beside me, a boy begins to read his paper which has writing on the entire front. At the table close to the heater two boys begin reading paperbacks and two are still taking the vocabulary test. One girl has just gone to the library on one of the three passes for the room.

By 9:33 another boy next to the one with the oversized photo book begins reading a "choose your own adventure" book. At the center table, all three girls are reading independent books. The boy nearby, still reading his own written paper, moves his lips and reads it softly to himself pausing at times to repeat a phrase or sentence. About twenty minutes after the quiz started more than half are done and are either reading an independent book or are reading their own writing. I notice a couple of students doing a workbook page. 36

At 9:41 two boys at the table next to me are writing or rewriting papers. Three are now reading at the table next to the heater with one left taking the vocabulary test. All four girls at the center table are reading, one book is XStuart LittleY. At the long table cluster to my right, two girls up front are playing tic-tac-toe and two are the back have paused in their book reading to pass a note back and forth with a new message each time. At the far front table, two are now reading with the girl drawing the picture. The boy at the back table with the oversized photo book has not gotten over half way through and he continues to leaf through a page at a time, occasionaly pausing for 10 to 20 seconds on a page.

By 9:47 the boy next to me, who was rereading his own writing, holds 37 up a book called XGhost StoriesY, but instead of reading he talks to the boy beside him. They continues a quiet conversation till the reading class time ends at 9:51. Two boys at the front next to the teachers desk finish with their test and one begins reading a textbook and writing on his own paper and the other opens an independent book, but doesn't seem to get involved in reading it. 38

At the end of class Mr. Allen collects the quizes and announces that they will share stories and descriptive paragraphs tomorrow. All the students get up to reform into their homeroom groups in the hallway and begin the morning cycle of Social Studies, English, and Science before lunch.

My Second Visit to Mr. Allen's High-Ability Reading Class--- October 16, 1986

Before Mr. Allen even begins class I notice Jane working quickly to complete a worksheet for English class. This class is beginning immediately after the homeroom period in which many students work to complete assignments. When Mr. Allen instructs the class to get their Reading workbook and trade page 125 to check the answers, Jane quickly finishes this page and trades after Mr. Allen already starts.

Mr. Allen begins by reading the true and false questions that check the meaning of new vocabulary: "Would you grow vegetables in a corral?" and "Do birds have fleeces?" 39 He laughs at these statements and the students laugh too. Then Mr. Allen gives several answers for a matching exercise. Finally, he asks the students to edit the paragraph written by another student and check for the use of the four vocabulary words in this paragraph. He says they should be spelled correctly and used correctly-these are the only things they are checking. After a minute for the students to check, Mr. Allen asks for students to share their own paragraph. 40 Four decide to read their paragraph aloud. With each one, Mr. Allen chuckles and complements the writer.

This checking of three pages took 9 minutes. Next, Mr. Allen assigns several pages in the Reading Workbook. He suggests that when they are finished with these pages they read their books for "Book It" because next week is the last week of the month.

Mr. Allen goes through the assigned pages and reads the directions for each page. 41 He reads the first exercise and asks for a student to give an answer and briefly explain how it was done. He follows up some of the student's comments with further explanations on how to do the page. This review of the pages takes about 7 minutes. During this explanation Albert looks around the room. Once or twice he looks at the workbook

and he checks with his neighbor as to which page they are on. However,
Jane, during this time, never looks up from her workbook to volunteer to
do any of the exercises. She is busily writing to get all the assigned
pages done. Jane usually turns along with the class to the next page, 42
but she tries to answer all the questions before the Mr. Allen moves
ahead. When Mr. Allen instructs the class to complete the pages he also
asks for all descriptive paragraphs to be turned in.

After a minute of this individual work time, Jane brings her workbook
off her lap and onto her desk. Jane's neighbor asks her about one page. 43
Jane shruggs her shoulders and the girl goes to Mr. Allen. Jane looks
ahead to see how far she has to go, then she goes to sharpen her pencil.
After Jane returns she leans across the table with her workbook and asks
this girl about something. This neighbor points to something twice with her 44
pencil eraser. A minute later Jane asks a third neighbor about the last
sentence on page 129. When Jane reaches page 131, she again asks the 45
neighbor about something in the workbook.

As I watch Jane work with such intensity, Albert appears to be very 46
distracted and slow to complete the workbook pages. He spends the first
few minutes just looking at the pages without filling any in. About two
minutes after the work time begins, he finally picks up his pencil. During
the page he looks around the room. On the next page he lays his pencil
down between sentence answers. When he starts page 129 he seems to 47
stop and just look around. Before he begins again, he flips forward a few
pages then back. Mr. Allen starts the computer up for a student who 48
finishes. Albert looks at that for a minute, then returns to complete the
last few pages.

While Jane and Albert along with most all the students are working
on the workbook, Mr. Allen sits on the stool at the front of the class 49
and reads a book. Occassionally he laughs right out loud. Some of the
students notice. He is just in the beginning of this book and he stops
once and asks a boy across the room if a certain character is in this one.
The boy replies yes and Mr. Allen says, "Good, I like his crunching and
munching. He makes me laugh out loud."

A minute later, I am suprised that with their different approaches,
Jane and Albert finish their workbooks at the same time. Albert gets the 50
pass to the library and Jane puts her feet up at her desk and starts
reading XNothing's Fair in the 5th. GradeY. After a minute of reading, Jane
leans over to her neighbor and reads a quick sentence. Albert returns
from the library with XHow to Eat Fried WormsY, but he sits and looks at 51
a magazine advertisement with his neighbor. After Jane sticks some papers
into her basal reading book she reads another snatch of fiction. Now it's

time to switch classes. Just before everyone leaves, Mr. Allen stops reading and asks the students to turn in the focus worksheet on their way out. 52

My First Visit to Fifth Grade Science--- October 9, 1986

53 As the students sit down in Mr. Allen's room around 11:10, several begin looking over vocabulary words written out on their own paper. Mr. Allen announces that they will start with a quiz and when they are done they should read the page numbers written on the board, 42 and 43. "As you read," he says, "think about what we are going to need to bring in for the science experiments tomorrow. Read the directions first, then we will discuss them together when everyone is done with the quiz. When you get done with that, I suggest you do some World Scientist cards, write your letter assignment for English class, read your "Book It" book, or do some other quiet thing at your seat. Then after we discuss the experiment in your book, you will be able to use the microscope, duplicate the experiment here, or work on the computer." I recognize the "Book It" contest as the Pizza Hut coupons for reading books in school. After Mr. Allen gives these directions the quiz begins at about 11:14.

After five minutes several begin reading their Science book. Two are using their finger as they read. One girl finishes quickly and goes to the heater and begins looking through a stack of blue construction paper with white paper glued to it; I am not sure what these are. Albert finishes his science textbook reading quickly and begins XBlubberY. One boy begins to go through a folder of his papers and another begins to do a map that I recognized as being turned in earlier in Social Studies. Within a few minutes, six girls are around the heater where the "Great Scientist Cards" are located and I realize that the blue construction paper are the answers to questions on the cards. The cards are heavy paper-board with a picture of a scientist with a story on one side and some questions about the story on the other side.

54 Ten minutes after the quiz two girls are sitting on the floor at the front of the room reading together a Great Scientist card. Butch is using a folded piece of notebook paper as a pacing guide to read a paperback. Across from him another boy is folding up a piece of paper in a similar way. Mr. Allen realizes that everyone is done with the quiz and he begins class by calling everyone to their seats. He says the he wants to talk about what they have learned about cell division. Some students open their science book back up without being instructed to do so.

Mr. Allen mentions the bottom of page 42 and the pictures that show how cells divide. He refers to each picture and describes what is going on and what the parts of the cell look like. He doesn't read what the book says, but uses his own words. After picture five, he asks "What materials did you find out we needed to do the experiment?" He calls on different students for one thing at a time: sugar, water, dried yeast, an eyedropper. Mr. Allen asks if anyone can bring in an eyedropper because they don't have one and he assigns two students each to bring in yeast and sugar. Then he asks how long the experiment has to sit. A student says an hour. Mr. Allen nods and explains that it takes that long to disintegrate according to the book and he asks what that means. A 55 student replies that it means break up. Mr. Allen continues to talk about the experiment and using budding roots to see cell growth and division. During this a few students are looking in the text at the pictures on the next page, then he points out these pictures of cell growth some were already looking at. Then Mr. Allen says that tomorrow is experiment day. This entire activity takes about 10 minutes. Mr. Allen now selects students who have not yet had a chance to do the classroom activities: three students for the microscope, three for the experiment, and five gather around the computer. He says that others will get a chance when they are finished.

A table of four boys begin writing a friendly letter assigned the earlier period in English. Another boy begins work on a stack of worksheets. Six students gather around the experiment at the front center table. Butch, the boy who was reading with the pacer sheet, goes to Mr. Allen and shows how far he has read and announces, "See how far I am already and I just started yesterday!" Mr. Allen says that's great as he goes to the back of the room to help get the computer going.

One girl is defining the words in her Social Studies book, using the glossary. The boy, who was reading Beverly Cleary earlier, is now at the independent book shelf beside the computer. As he is leafing through a picture action book with pulls on the side of the pages, he turns every few seconds to watch the computer, then he goes back to the shelf to glance at other books.

Another boy across the room is standing up to look at the computer. Four students gather around the microscope. The same two grils as earlier are back on the floor reading "The Great Scientist Cards"; they finish one and start another. They also make sure they have the blue answer sheet before they return to read the card. 56

The boy at the independent book shelf is now close to the computer. Mr. Allen tells him to do something else. He sits down and takes off his glasses and begins looking into his science book set on end. He appears to be around chapter 11, which is not where they are in class. He also does not spread the book open very far and pokes his face into the book 57 standing up vertically on his desk.

Butch reads a part of his book to Mr. Allen, who is back at his desk. Butch laughed about the part before he went to Mr. Allen to read it. Mr. Allen suggests that he advertise the book this afternoon and that he tell the librarian to order the book since it's a good one. 58

Fifteen minutes of this investigative free time has elapsed and Mr. Allen announces that it's time to clean up and that there may be enough time to play speedball. A minute later Mr. Allen dismisses the students for lunch. Since I am leaving for the day, I thank Mr. Allen who has to catch up with his students. He tells me that I was a very comfortable observer this first visit. I laugh and say that I hope I stay that way. 59

My Second and Third Visit to Fifth Grade Science--- October 23, 1986

The second day that I sit down to observe the reading in Science the class watches an educational television program about microscopic life and the power of microscopic photography. I enjoy the show, but do not see much reading beyond the title and credits on the television. 60

On my third visit, Mr. Allen begins the class by directing the students into their experiment groups. He explains the meaning of "capacity" by filling a cup with water one vial full at a time. He relates this to the capacity at sports arenas. Then he refers to the blackboard where he has already written the word "capacity". Also on the board are the words: 62 "standard, 1000 ml. = 1 L., vial, and a chart with blanks for filling in the number of ml.'s in a coffe cup, IU cup to line, small vial, large vial, and juice can." He does not point out all this other writing. 61

After Mr. Allen explains capacity, he instructs the four groups to figure out how many vials of water is required to fill the coffee cup to capacity. He also asks the group to begin a group report and to write down this answer. I find it interesting that two groups fill the cup to capacity then dip in the vials to remove so many, while the other two groups start with the cup empty and fill it with count the number of vials needed to fill it to capacity. Mr. Allen has the groups share their answers when they are done, but there is a large difference between one group's 11 vials and another's 5 vials to reach capacity. He asks them how this could happen. One student suggests that the cups are different size. 63 They hold them up and agree that they all look identical. Another student suggests that the vials are different sizes and when they hold them up they see two different sizes of vials. Mr. Allen then introduces the idea of "standard" and points to it written on the blackboard. He

explains that liters are the standard of liquid measure, then he asks
where the students might have seen liters before. One student says at
home on measuring cups and several others mention pop liters. Mr. Allen
then introduces the number of milliliters in one liter and instructs the 64
groups to determine the number of ml.'s in the different containers on the
board. Before they begin, he demonstrates how to fill the object to
capacity, how to take the water out one syringe at a time with each
syringe equalling 50 ml., then how to measure the remaining water in a
graduated cylinder.

During the next several minutes the groups do several containers. I 65
see Bobby read over his group's report once. Most of the groups did not
quite finish when it was time to clean up for lunch.

One Afternoon in Mr. Allen's Homeroom--- October 16, 1986

I am staying all day at school today so I can see what the entire
day is like. I am also meeting with six students during the last fifteen 66
minutes of the final study hour of the school day. These are the
students Mr. Allen suggested for interviewing about why they read.

The students enter the class from Phys. Ed. with a great deal of
talking and motion. They walk near their desks, but do not sit immediately.
Mr. Allen follows the last one in and turns out the lights. Everyone sits
down and Mr. Allen pulls up a stool at the front center table and begins
to read aloud several chapters from XDr. Mr. HenshawY. During this 67
fifteen minutes the students listen to Mr. Allen's expressive reading. At
the end of the oral reading, he says that they will find out what happens
tomorrow.

Mr. Allen then suggests that all the students recopy the stories they have written so they can turn them in tomorrow. Many students spend five or more minutes reading and rewriting their story.

REFLECTING:

Do not be quick to construct what you think these teachers and students believe about reading. The interviews are yet to come in chapter four. You may want to go directly to that chapter to hear what Bobby, Jane, Albert, Butch, Mrs. Tupps, and Mr. Allen have to say about reading. Or you may want to go directly for chapter six to see what they believe about reading and why they read. I was facinated by what I saw and, with the thoughts I had about reading, learning, and teaching, I found it difficult to know where to go next. I hope I'm not alone in this feeling at our moment.

CHAPTER THREE: BEGINNING INQUIRY

ADJUSTING THE LENS:

This chapter highlights the methodology, methods, and analysis which accompanied the initial focus of this study. It presents with the thoughts behind the three observations in somewhat of an evolving fashion.

TRACING THE FOCUS:

The focus began broadly by looking for any types of reading done by fifth graders in various different contextual school settings. So observation of reading incidents by a whole class of students in four subjects, Reading, Social Studies, English, and Science occupied the first observation. It so happened that these four subjects were taught by three different teachers. The beginning sample was then composed of a whole class of students and three teachers.

The methods for the first visit were established to be the recording in field notes all the reading incidents the inquirer observed. Also to be recorded were statements made by the students or teachers that related to reading assignments, purposes, tasks, strategies and any resultant student behavior. Also, engaged would be the process of being acquainted with the context of three school classrooms and this would be recorded to some degree by describing the environment of the room in terms of print that can be read. It was decided to keep the field notes on one side of a journal with the other side for later analysis. The running time of observation would be recorded to get an idea of the length of time of each reading incident. Later a thick description of the classroom reading activity would be typed.

The first aspect of analysis on the first observation was a feeling that my problem of reading purpose was very complex! What each teacher demonstrated about the possible purposes for reading, hence the tasks to achieve from reading seemed very different. I wondered how the students adjusted to the reading purposes of three different teachers. I wondered if the students parents had an even different view of reading purposes. I reflected on the emergent focus of this study. It could have teachers share the purposes-tasks-strategies that they have for students' reading.

It could have the parents share thier purposes for reading. It could continue with the already planned sharing of students' purposes for reading; it was also apparent that to do this different students would have to come from the different ability groups for the reading classes. It could also try to combine one of the above hermentuic circles.

The second analysis was the typing of thick descriptions. It was planned to share these with the teachers to have them confirm what they said about their class. During this it became obvious that the teachers' view of reading purposes would have to be investigated. An initial plan to develop a chart of purposes to give to the teachers for reaction was contemplated. They could keep a record for a week on this chart of reading purposes and tasks and anything they saw the students do to achieve this.

The third analysis was the development of note cards for each reading instance of the first observation. These cards contained: the material read, the length of time read, the task involved, the purpose (a tacit guess), and the strategy used (a tacit guess). The cards were coded by observation, class, teacher, and page in the field notes. The cards were then sorted by constant comparison. Several categories emerged, but two major categories developed quickly. They were labled "Teacher oriented/directed purposes" and "student oriented purposes". These two categories seemed to represent the constructions of the teachers about reading and different constructions of the students about reading.

The Student Oriented Purposes Category:

Purpose	Incidents- Time	Class:	HR	RDG	SS	ENG	SCI
study	3- 16 min.		1	1			1
check completion/sense	6- 27 min.		2	3	1		
organize	2- 7 min.		1			1	
search for activity	2- 1 min.		2				
check errors graded	2- 4 min.					2	
fun or pass time	4- 25 min.			1			3
share	8- 24 min.		2	4		1	1
interest	29-252 min.			18	1	6	4
complete assignment	17- 86 min.		2	8			4
		Total:	10	35	2	10	13

Teacher Oriented/Directed Purposes Category:

Purpose	Incidents-Time	Class: HR	RDG	SS	ENG	SCI
grade or check work	3- 20 min.				3	
take quiz	2- 15-45 min.		1			1
organize class/direction	5- 7-15 min.	1	1	1	1	1
obey/discipline	1- 2 min.					1
Understand Teacher Explanation	4- 19 min.			3	1	
Provide silent reading purpose	1- 5-10 min.					1
Oral reading for understanding	2- 26 min.			1	1	
refer for question/discussion	4- 53 min.			2	1	1
	Total:	1	2	7	7	5

These categories were very preliminary. They also represented the inquirer's labels for the purposes for reading, not the students or teachers. The categories had to come from the respondents. A phone call before the second observation with Mr. Allen discussed possible student respondents. I asked Mr. Allen to select two students from each reading ability group that he thought would represent a variety of reading habits. At the beginning of the second observation, Mr. Allen gave me the six names.

It was determined that the methodoloy should focus on trying to develop a set of categories for the teacher's purposes and a set for the student's purposes by interviewing and observing the three teachers and by interviewing and observing one student from each of the three reading groups. Then the preliminary categories could be refined in light of the respondents actual constructions.

Therefore, the second observation recorded the incidents of reading for only Jane and Albert as respondents from the top reading group and continued to observe the three teachers. The inquirer met with all six student respondents and went over the informed consent letter together at the end of this second day. The student respondents were also given a red notebook and asked to jot down anything they read at home or at school until we met to talk about why they read. The inquirer also met with the teachers for an informed consent letter for their participation as respondents.

Continuing this plan, the third observation recorded the incidents of reading for Bobby and Peg as respondents from the low reading group and continued to observe the three teachers. During the afternoon of this third observation, two interviews were conducted with Mrs. Tupps and with Jane.

The plan remained the same to interview after observing and to discuss the purposes for reading in relation to the reading observed.

The analysis of the data gathered in the second and third interview was combined with the first interview. Again cards were created for each incident of reading that was observed. However, in addition to all the previous information, the name of the respondent was added to the card. The first observation data cards were went through again and the names added to these cards. Then each respondent's cards were sorted based upon their fit to previous categories of reading purposes. Some new categories were developed and four profiles of Jane, Bobby, Mr. Allen, and Mrs. Tupps were sketched using the cards for these respondents. The card numbers for each incident recorded in the following tables were also included in the data tables, but are not included here.

Student Respondents:	Jane						Bobby					
Purpose---Class:	RDG	SS	ENG	SCI	Oth	Total	RDG	SS	ENG	SCI	Oth	Total
Interest	2	1	1		1	5-5min.	1	2	1			4-23min.
Share	2				1	2-15min.						0
Fun-Passtime						0						0
Search Activity						0						0
Organize	3	1				4-2min.		1			1	2-2min.
Check meaning	1	2	1			4-7min.		3	3	1		7-8min.
Self evaluation	1	2				3-3min.		1				1-1min.
study						0						0
Complete Assignment	5		3		1	9-50min	1	2	1			4-37min.
locate			1		1	2-1min.		1	1			2-1min.
Teacher Request Oral Read			1			1-1min.		1				1-1min.
Totals:	14	6	7	0	4	31-?	2	11	6	1	1	21-?

Teacher Respondents:	Mr. Allen				Mrs. Tupps			
Purpose	RDG	SCI	Oth	Total	RDG	SOC	Other	Total
Teacher Explain		1		1-2min.	3	2		5-5min.
Teacher Question	2	1		2-14min.	2	4		6-25min.
Student Oral Read	1	1		2-8min.	1	2		3-30min.
Teacher Oral Read				0	2	1		3-18min.
Class Directions	2	2	2	6-9min.	2	2		4-6min.
Purpose for Silent Read		1	1	2-15min.				0
Obey		1		1-2min.				0
Copy Correct Answers				0		2		2-13min.
Take Quiz/Test	1	1		2-45min.				0
Grade/Check Work	3			3-5min.	1	6		7-35min.
Teacher Read Enjoy	1			1-5min	1			1-1min.
Stud Share Oral Enjoy	1		1	2-18min.				0
Organize Personal Teach		1		1-12min.				0
Bypass Reading				0	3	2		5-5min.
Totals	11	9	4	24-?	15	21		36-?

The decision to limit the analysis to just these four respondents was a result of a debriefing with a colleague, who recommended that I push the constructions of one student and teacher as far as I can concerning their different purposes for reading. I agreed with this recommendation so began to focus on just four respondents. The four were chosen because I had already spent a day observing them specifically and because Mr. Allen and Jane represented the top reading group in school and Mrs. Tupps and Bobby represented the low reading group. The difference between teacher-student and top reader-low reader would be important. At this time the mid ability readers, Ann and Butch, had not yet been observed and the third teacher, who was their reading teacher had not yet been observed teaching reading.

The debriefer also thought the question of real importance was to what extent the teacher's purposes for reading matched their observed behavior and also match their instruction, students' said purposes, and students' behavior. Of concern was getting the constructions of these students and teachers and comparing them to what I had developed from observation, then when the observations and stated constructions were brought together for each respondent to compare them with each other.

Once the four sketches on each respondent were made based on the three observations, the inquirer began to gather interviews. But this is when real problems began for the inquirer. He felt that he didn't know how to represent the views of the respondents at first. He began to just try to type up what they believe about reading from what they said in their interviews. He wasn't even really focused on their purposes for reading--just what they belived about reading. He used these data category tables above, but found them of little use except to trace back to cards possible reading examples of the types of things the first two respondents interviewed, Mrs. Tupps and Jane, were saying about reading.

It became apparent that these tables were of little value in categorizing the purposes for reading. These tables of categories were later dismissed during a debriefing with a second colleague the second set of interviews with Jane and Mrs. Tupps and the first with Bobby. The categories were seen as representing only the inquirer's description of purpose. In fact they were seen as pretty poor notions of purpose. They seem to be more labels of activity which the readers were engaged in during school. However, the data cards were maintained and using this table to refer to data cards that sounded like a similar reading activity as one indicated in a later interview helped the inquirer link together so observed reading with what each respondent said about reading. No descriptions were ever developed for these purposes for reading in these categories. They were included here in this report to only demonstrate that the inquirer went through some remnants of wanting to cast his own view on reading purpose and quantify that view after the first three visits to the school. The later interviews to come helped the inquirer to focus more on what each respondent said.

READJUSTING THE INQUIRY:

The overall feeling of the inquirer was that maybe he should have done less assigning of purpose during the data card analysis of the three observations. He could have still grouped the cards on the basis of intuitive idea on why the respondent did the reading. The labels for the categories could have come from the words of the respondents in the interviews. This is where the inquirer felt that maybe he should have begun his interviews on the second visit, rather than waiting till the third. He could have planned observations after the interviews to note the reading done in reflection upon what the person has already said. The mix of interviews and observations became a prominent shift in this study's methodology. Those interviews are the subject of the next two chapters.

CHAPTER FOUR: TALKING ABOUT READING

ADJUSTING THE LENS:

What the interviewer is thinking and asking is just as important in shaping what is said as what the respondent believes. This chapter provides you with accounts of six interviews. These accounts are not transcripts of tape recordings. They are constructed from the interview notes and memory of the inquirer, who was the interviewer in all cases. These accounts reflect the beliefs of the respondent, the beliefs of the inquirer, and the relationships between each respondent and the inquirer. These accounts support or undercut the authenticity of each respondent's construction to come in Chapter six. These accounts interplayed with the observations in Chaper two will begin to create an experience in the reader's mind about reading, the purposes for reading, and hopefully, a multitude of other possible meanings. These meanings are invaluable when the reader reaches the final chapters of this research study.

TALKING:

My Second Interview with Bobby--- November 11, 1986

Bobby and I sat down at a table beside the window in the library. 1
This was the second time we met, so we began by reading over a three
page description of Bobby's beliefs about reading from our first meeting.
Bobby had me change several words concering a machine in his reading
classroom which I had observed him using. I had written that he seemed
to enjoy reading the cards and answering the questions on this machine 2
with lights and headphones. Bobby first had me change the word "played"
to "worked" for he considered using this machine, work. I asked Bobby to
explain a bit how to use the machine. He explained that you put a card in
and type the code at the top of the card into the machine, then, for
example, if it is a math card you might have a problem like 2 + 2. Then 3
there is an a, b, and c answer where for "a" you have 6, "b" you have 4,
and "c" you have 7. So you push "b" for the right answer. Bobby was
very clear in creating this example for me.

I asked Bobby if he liked to do these cards. He said that it was O.K.
I asked why? Bobby said that he didn't have to do no writing. I asked 4
him what he didn't like about it? He said that he didn't like pushing all
those buttons and that you have to look down and back up and back down
all the time and it has a timer on it that is part of your grade on each
card. I asked him if he found it hard to keep his place and he nodded yes.

I continued about the machine and asked Bobby what kind of cards
there were for it. He said that math and reading cards were all he knew.
When I asked him which he liked, he said, "Math, I guess." I asked Bobby 5
why he works on the machine if he doesn't like it that much. Bobby said it
was because the teacher told him to do it. I asked him what he would
have rather done and he said that he would have stayed at his seat, but
he said, "If I hadn't done that (machine), I would have probably had to do
work sheets." I then remembered that before working on the machine, 6
Bobby had just returned from the library where he had done about 8
workbook pages.

I asked Bobby what he would of done if he had a choice. He said
that he would stay at his seat and probably draw. I asked what he would 7
draw. He said "trucks" and I asked what kind of trucks. He said "4
wheelers". I asked him if he might draw anything else besides that. He
said that he sometimes drew football fields and basketball or baseball
fields.

At this point we continued on in checking over the typed beliefs of
Bobby from interview one. When I read that he liked reading his own
writing, he had me add the sentence that he didn't like to read other 8
people's writing. He continued and explained that one time in Social Studies
he had to read somebody's paper aloud and he couldn't because this one
letter was supposed to be an "L" and it was crossed like a "t".

Next we came to a spot where Bobby believed that he had to do the
reading is school to get through. I asked him why? He explained that it 9
gets the grades he needs to pass.

The last statement clarified by Bobby had to do with writing in the 10
Red I.U. notebook. I said that I had seen him writing in it in Social Studies
class. He said that he wrote in this notebook because he didn't have 11
anything else to do.

Bobby confirmed the remaining beliefs about reading as his own. Two
of these we read which influnced my next question in this interview were: 12
"Bobby does not believe he has a chance to make his own purpose for
school reading." and "Then the purpose for reading is to take the
vocabulary quiz, study for a test, and check the test." I asked Bobby if

he read in school for his own purpose or for the teacher's purpose.

Bobby replied, "It depends on where I'm at and what I'm doing."

I asked, "What do you mean by were you're at?"

Bobby said that if he is at home it's "my reason" for reading and at 13
school it's the "teacher's reasons."

I asked him what he meant by "what I'm doing"?

Bobby said that had to do with home or school, but didn't go on with
his answer. So I asked him if he could ever be doing something that gives
him a purpose for reading. He said yes. I asked what and he replied,
"sports." I asked, what if the reading is about sports at school? Bobby
said that it would be the teacher's reason, but that he would want to
read it. I said, "you both would have a reason for reading?" Bobby
agreed. 14

I followed up on this by asking what his reason for reading sports
would be. Bobby said, "cause it's interesting." I asked why it would be
interesting. Bobby replied that is was something he liked or liked to do. I
asked him why he read about it because he liked to do that sport. He
said it was because he would like to be like them. I asked him if he ever
saw himself in one of those books he read. He said yes. I asked him which
one of sports people he wanted to be like. He smiled and said, "you know."
From our first meeting I knew he liked the Cincinnait Reds, so I asked him 15
if he was somebody on the Reds baseball team. He nodded and gave me a
clue that he played outfield. I guessed, "George Foster." Bobby shook his 16
head and said he doen't play for them. I explained that any names I had
of the Reds were from several years ago. So, Bobby didn't have me guess
anymore but he told me the name of the player he wanted to be like. He
asked me not to tell anyone his name. He also said that he calls him "Big. 17
. ." and he added that he told his Mom, "When I grow up, I'm going to play
for the Cincinnati Reds."

I moved on and asked Bobby if there were other times when he
would have a reason for reading in school. He said that in history his
reason and the teacher's would be to learn about the states. I spread
Bobby's textbooks out in front of him and asked him to he saw any 18
differences in the books. He said that there was different stuff in them.
He said this book, pointing to the Reading book at his left, has stories.
This one, Science in the middle, has stuff about Science. And this one,
History on his right, has history from a long time ago and with this one
you have to do work in. Then he added that you don't just read in any of
them. He continued on his own and opened up the books. For history he
pointed out questions that you have to do. In Reading he said you have to
do this Focus. And with the science you have to do questions, and he

paused to find a page with some on, saying, "To think about and do."
I asked Bobby his reason for reading and doing the questions in these 19
books. He said that the reason is you have to learn. I asked him why he
had to learn. He said, "So, you can get a good job." I asked him why he
had to get a good job. He said that if you get a good job, you get good
money.

I then went to asking Bobby why he read in each book. I started
with History. He said that it was the teacher's reason. I asked him what
they were. He said it was to learn about what happened long ago and he
opened up the book to show me a picture of long ago. Then he showed me
where they were reading at right now. I asked him why he thought the
teacher wanted him to read the book. He said that she wanted him to get 20
a good education.

Our time was just about up and I wanted to try to summarize some
reasons for Bobby as to why he read in his history book and ask him to
confirm these reasons. I said that it seemed like he read for three
reasons. One is to get a good job someday. This has to do with the
teacher wanting you to get a good educatioon. Bobby agreed. Two has to
do with grades. I said that this had to do with reading so you can learn
and get a good job and money. Bobby agreed to this too. Three has to do
with what you like. I reminded him that in our first meeting he said that 21
he liked to read about the states around him and about Indiana. I asked
him why. He said, "cause it's where I'd like to live." I asked him why. He
said, "cause I like farm ground." I asked him why. He said that he didn't 22
know why, he just liked farm ground.

In the last few minutes, I asked Bobby why he read in his Reading
book. He said that he read in that so he could learn to read better. He
immediately added, "There is nothing I like to read in it."

We didn't have time to go on to Science, so I took Bobby back to his 23
next class which was English. We talked on the way back about basketball
and baseball positions.

.LI0

Interview Date: 11/11/86

Interview Length: 45 minutes

Interview Typed: 12/05/86

Interview Confirmed: (A different presentation of all the beliefs in this interview was confirmed by Bobby on 11/26/86: See Interview Document #2 used in Interview #3)

.LI1

My First Interview with Mr. Allen--- November 11, 1986

Mr. Allen asked me how the interview with Bobby went when he returned from dropping the kids off at art. He said that Bobby seemed to be real happy. 24

I began telling Allen about some of the things I was hearing from Bobby about being real interested in reading sports. I said it seemed that he had some different reasons why he reads. Bobby reads school stuff because he has to, but I think his real purposes go deeper than that.

Allen took off from there. He said that schools really don't teach kids to read--what we teach them is some kind of mechanical ability based on skills that break down actual reading. "Reading is when you sit down with a book and read for the fun of it, for enjoyment!" The purpose for reading shouldn't be because you were told to read something, like we do in school. He said other teachers have said this too, that reading class really isn't reading, not just him. I suddenly realized that the interview I had been seeking was underway, so I went to a chair and opened my notebook. 25

Allen said that we do some token things to promote real reading like the "Book It Contest" and using library books. But there is no getting around all the skillpack pages, especially with the lower reading groups. With them it is hard to have any time left for real reading because work on the skills goes so slowly. The same is true for writing, because we have to work on so many skills we never really get to just write.

Allen said the problem is accountability. "I'm held accountable for the skills in reading, it doesn't matter about the attitudes about reading." Grades are based on the skills like knowing suffixes, not on whether you read books or not. I hadn't yet asked a question and a lot of Allen's beliefs about reading were clear.

My first question was what purpose Allen had for reading. For himself, he said he read for entertainment and information. The information is related to something he wants to change or improve like learning more about writing instruction, professional knowledge. For a while he was really into self-help books and he considers that information. He began to relate that information he seeks is more concepts than facts. These concepts include a lot of ideas that he hasn't thought 26 about yet or that he would like to explore. He finds out about these ideas from hearing authors on TV, from someone else talking about a book, in a review of some sort. He most always finds out by hearing a small piece of the idea from somewhere else. Sometimes with information his

purpose is to produce a product that is self desired or that is a
requirement for someone else, like a class report or a presentation. I
suggested that this might be more a task than a purpose and he 27
considered it part of the purpose, maybe changing the purpose a little bit,
refining it according to the task.

Allen expressed the purpose that he reads information to be well
rounded. He said that although many may see national news magazines,
such as "Time" as lousy, he thinks that such reading is important so a
person can be an intelligent member of society. He says he sometimes
reads so he can know what is going on although he would rather be 28
reading a novel by Robert Ludlum.

These novels seem to represent what Allen believes is his purpose of
entertainment or enjoyment. The Ludlum novels are about complex
international affairs that are very real to life. Allen sees them as kind
of fantasy, an escape. He related some fantasy books which he had read
and made a connection between particular fantasies and real needs he had
at times of his personal life. He began to talk about particular magazines
he reads when I asked him to consider that I was hearing the same thing
from the two students. One had a desire to become a great baseball
player so he read only sports stories and he would see himself as the
player in the story. The other chose books that had to do with girls her 29
own age in school having adventures and mysteries; she also chose to read
because without it she would be bored with the time on hand. I made the
statement that the purpose for reading seems to always come back to the
personal needs of the reader--to their needs for identity. Allen confirmed 30
this as acceptable to his belief. For Allen this seems to be true about
his purposes in reading for both information and for enjoyment.

Allen replied to this idea with his approach for trying to get
students to latch onto something they enjoy to get them into reading. He
called it a personal connection with the book. He extended this to a real
social idea by saying that he encouraged students to share books they
read with others and that by doing so one person finds another who likes
to read the same kind of book which results in a real bond between them.
It is an understanding, a real friendship that is hard to put into words 31
that Allen believes results from reading. From this point Allen tries to
get students to explore other kinds of books. He feels that some can
get to confined in one type of book. I suggested that maybe their needs
are rather confined too, so they really feel no desire to search out
different interests. Allen nodded that this could be quite possible. He
continued that in class he tries to get them started in books they like
and that he reads outloud for interest and enjoyment to get them into

the stories.

I asked Allen to talk about what he thought the students' purposes
for reading are and how they view the teacher's purposes for their
reading. He felt that the teacher viewpoint for student reading was so 32
they can get information so they can discuss it and gain some background
in that topic. But he was sure that the student's viewpoint is that they
have to do it because the teacher says so and their grade depends upon
it. He believes that we set up a lot of artificial purposes for making
them read and bring parental pressure in with grades and more. He says
we do this probably because we really value reading and think it is so 33
important to learn. I think Allen believes that it is kind of a sour pill
that we have to swallow because it is good for us. Or he may believe
that society values it so much that the ends justifies the means.

Allen spoke briefly about students who don't do the reading when it
is assigned. He said you really can't tell unless you give them a quiz. 34
Discussion doesn't tell you who read it or not. He believes that many
probably do not read it at night when assigned because they believe they
have many more important things they would rather do. He said that
reading is a real tradeoff. You have to give up your time to read, time 35
that you could be watching TV. And you are assuming that you are going
to get more from reading than doing the other things with your time.

I asked Allen to consider what the student's purpose might be for
reading some Science text. He said that they are getting information,
thinking about it with some purpose in mind. He sees the purpose as they
need to know certain things so they sift through the reading picking out
things like headings, bold face vocabulary words (which they have been told
they have to learn), summaries. The summaries help them look for the
things they want to know. He said that he doesn't expect them to know
the material from their reading of it--he always goes over it after the 36
reading. But he doesn't go over it by using oral reading. He finds oral
reading very boring ever since he was a kid and still now as a teacher. He
may have them read a paragraph or two that are highlights, then go into a
discussion. Normally he just talks about the reading and gets the
students into discussion about the points that he brings up as important.
Allen really feels that Science should not be too written oriented, that it
should be more hands-on activity, but he admits that a lot of the grade in
Science is based on written language because it is hard to measure 37
participation and activity in experiments.

Allen would summarize the purpose for reading in Science as to
prepare for some activity, experiment, exploration. He would include
explorations in the mind with subjects which the students found really

interesting like the ocean. But most of the reading should be for lab like
work. Reading should just be a tool, one way of many to help you find
something out, so you can do something with the information. He said that 38
listening is also an important tool for getting the information you need.
I said that it sounded like purposes have less to do with reading and
more to do with what you have to accomplish after the reading-the goals
you want to reach. I gave the example of the purpose Allen gave for
reading a Science selection in my first observation. He told the students
to read the section to find out what they needed to bring in for the 39
experiment. Then they went over the important ideas in the section, just
as Allen said, without oral reading but looking at pictures and certain
lines and discussion what the students saw and thought. Allen responded
that he felt that giving them a purpose like that though means that they 40
won't get the rest of the information out of the reading; when they get
what the purpose says they stop reading. Allen believes the purpose
really affects the comprehension.

With this belief I suggested that the new ideas in comprehension all
turn on the purpose or function for reading. That what you get out of
reading has a lot to do with your purpose for reading it. That if you
read something again for a different purpose you won't get the same
meaning. This pragmatic aspect of reading is believed to be very important
to comprehension but is not understood very much. I continued by
explaining that comprehension instruction right now is a back end 41
approach--we ask questions on different levels after reading to develop
understanding. The suggestion is that purpose so affects comprehension
that comprehension should become a front end approach--dealing with
purposes for what you need to know in order to do something for a
reason greater than just reading. Allen thoughtfully agreed with these
ideas at the time of this interview. His acceptance should be confirmed
and his thoughts gained about these ideas for reading comprehension. (On 42
12/2, Allen said that he was still thinking about these ideas and that it
seemed that the purpose for reading is always there.)

Allen said that if two people read the same material with a different
purpose then they won't get the same meaning. He suggested that from
this you can say that the purpose for reading Science is not tied up too 43
much in the nature of the text. He would believe that purposes are not
content specific. The same purpose may be used for all different kinds of
material. Also, purposes seem very specific to the needs of the person,
task, and content being used, so it seems very hard to try to come up
with a set of purposes for reading.

I shared with Allen my feelings that I would come out here and talk to a few students and make this great list of the purposes for reading. But instead I find out that just the idea of what is a purpose is very slippery. I can get at this by asking people to explain their purpose to great length and looking at the elements of what they include in a purpose for reading.

I closed out by telling Allen that I would type up his belief and return it Thursday for him to check over.

.LI0
Interview Date: 11/11/86
Interview Length: 40 minutes
Interview Typed: 11/11/86
Interview Confirmed: Orally confirmed with no corrections on 11/25.
Returned written interview with a few changes on 12/2.
.LI1

My Third Interview with Jane--- November 11, 1986

On Tuesday, November 11, Jane and I talked about why she reads different types of books. We sat at a table in the library. Only a few people passed us looking on the nearby shelves for books during the 45 twenty minutes. Jane had 3 kinds of reading: 2 fiction paperbacks-XRalph S. MouseY and a mystery; 3 textbooks-Science, Social Studies, and Reading; and 2 workbooks-Reading and Social Studies.

Jane said everything in her typed story about herself and her reading was right. She said her Mom and Dad read it too and that they thought it 46 was O.K. She said her sister read it and found out that Jane was snooping in her room. Jane smiled at this. I started the interview out by telling Jane that I just wanted to find out why she read each of these books that were on the table between us.

Jane started out with the paperbacks and said her purpose for reading these books was because they were exciting. I asked her why she keeps reading books and she said that if they are not dull or boring she will keep reading them. I asked Jane why she was reading two books at the same time. She explained that in the mystery someone got murdered 47 last night, so she stopped reading it and found the other book. I sensed that she was uncomfortable with the murder. I asked her if it bothered her and she agreed. Then I asked her why she picked the other book, XRalph S. MouseY. At first Jane said that she picked it because it was on her shelf, but in a minute later she added that the author was one of her favorites and that was part of her reason for reading it. She did not remember reading it before and she explained that she was now reading it at home and reading the mystery book at school. She said she didn't know why she carried it to school today.

I followed up some on why she found a book exciting and how that might be part of her purpose for reading. I asked her if she kept reading the mystery because she wanted to find out. She replied, "It's no use 48 reading half the book if you don't find out what happens." I asked her if she kept reading all books because she wanted to find out what happened. She said maybe.

(On the typed account of this interview that I gave to Jane to correct I 49 asked: Still maybe? Jane wrote in: "your right")

Next, I asked her how Jane picks out a book to read. She said she always reads the back cover first. With XHearts don't lieY, the back 50 cover had questions, so she "answered them , then read to see if she was

51 right." However, she said the main reason she read this book was because the main characters in the story had her name and her sister's name. Following up on reading to answer questions, I asked Jane if she guesses about what is going to happen in other books and she replied that other books don't have questions on the back. I asked her if she had made a guess who did the murder in the mystery she read last night. She said no and added that she hadn't thought about that.

Trying to look for a purpose other than reading to find out what happens, which I suggested anyways, I asked Jane why she reads these books; was it only to find out. She said that she had nothing better to do with her time and that she likes fiction.

52 (On the typed account of this interview I gave to Jane to correct I asked: Why do you like fiction? Jane wrote in: "because, I do and I don't enjoy nonfiction")

53 I asked her if she read them at home so she wouldn't have to do other things around the house. She said that she had to do her work even if she decided to read.

54 At this point I directed Jane's attention to her 3 textbooks by spreading them out in front of her on the table, Science on the right, Social Studies in the middle, and Reading on the left. I asked her first if she thought there was anything different about the books. She talked about both the content and tasks involved with each book, but not equally. With the Science book, she said it was about measurements and the body and stuff. She went on to Social Studies and said that it was about things that happened a long time ago. With the Reading book she said it had stories and questions in it but that they don't take the quizzes all the time.

I started Jane over the books again by asking her what purpose she had for reading each book. With the Science book she said that they hardly read that at all. I asked her what her purpose was when she did read in it. She opened up the Science book and started leafing through it and said "to find out about the stuff in here like about the changing earth, heat energy, or cells." The first two ideas were chapter titles that Jane found by turning the pages to locate the first page of a chapter. She did this twice, but added "cells" without finding a chapter title. I remembered the topic cells from a few weeks earlier, for during my first observation on October 9th. they were studying cells.

When I next asked Jane about her purpose for reading the Social Studies book, she immediately fired back, "for tests." She then added, "to answer the questions at the end of the chapter. I wanted to see if this purpose was more than just to do a task such as take a test or do questions. I asked her why she answers the questions. Jane said it was to study the vocabulary and make sure you are ready for the test. I continued by asking, "Why study the vocabulary?" She repeated her reason of being ready for the test and added the purpose of getting a good grade. I asked her why she wanted to get a good grade. Jane replied that if she didn't, she would get into trouble.

At this point I asked Jane if her only purpose for reading in Social Studies was to take tests. She replied by saying that they study states and capitals. She also opened the book to glance at some pages. She added that they also studied industries and that they usually have to write a paragraph on each test about the industries. 55

(On the typed account of this interview I gave to Jane to correct I asked: Why do you want to get good grades? Jane wrote in: "because if I get straight A's through the year a get a T.U. or something like that.") 56

The different purposes between the Science and Social Studies book concerning the emphasis on tests was interesting, so I asked Jane why she thought the teacher wanted her to read the Social Studies book and take a test. Jane replied that it was so she knows all the information. She paused and added, so she knows the states and capitals.

I asked her if she remembers anything she read in the Social Studies book from earlier chapters. Jane smiled broadly and shook her head as she said, "no." I picked up her book and said,"Nothing?" She said no again. So, I opened to the first chapter and I asked her if she remembered anything about it. She wanted to see the pages and hear the vocabulary words. When I read the vocabulary words she said, "Yea, I remember that; we read that chapter in Science. It was about geography." She also recognized the vocabulary words. 57

I went to the next chapter and read the title and subheadings one at a time and asked her if she remembered anything. Jane kept saying that she didn't remember what it was about. Once in a while she said she kinda remembered about it. 58

Shifting to the Reading book, Jane said her purpose was mostly to do the vocabulary quizzes and tests. At this point it seemed important to find out if Jane thought her purpose for reading was more to study for a test or to remember about something you find out about. I asked Jane if it was more one or the other. Jane looked down and said that it may be both. I think she may have felt like I wanted her to say one or the other, so I said that it could be both or maybe one more than the other. She just shrugged her shoulders indicating that she wasn't sure.

In the last minute or two I asked Jane why she reads the two workbooks she brought. She said three things one right after the other: 59

"so I can get it done, cause she assigns it, and we're supposed to do it."
I thanked her for talking with me and told her I would type up this into a 60
story for her to read and check over. We went back to the classroom.

.LI8
Interview Date: 11/11/86
Interview Length: 30 minutes
Interview Typed: 11/24/86
Interview Confirmed: Jane returned with questions answered and no other
corrections on 12/2/86.
.LI1

My Second Interview with Mrs. Tupps-- November 13,
1986

I waited in Mrs. Tupps room while she took her students to Art
class. When she returned I sat beside her desk at a smaller table and 61
she sat in her desk chair. I began the interview by telling Mrs. Tupps
that I was really glad to see the remarks she made on the story about
Mrs. Tupps Beliefs about Reading. I remarked that I thought they were
very good and that they really helped clarify her beliefs. She had asked
a couple of questions in her comments and I began by answering them. The
first question I read some revisions of the story which I thought would 62
clarify the idea questioned. Mrs. Tupps agreed that it was much better
and that she agreed with the way it read now. The second question was
on the last page. She had asked what I meant by teacher-directed and
student-directed purposes and commented that what I might say may
change what she wrote above in response to a question I asked her about
the difference between the two. In response to this question I said that 63
what we talked about today would clarify that question about purposes.

I said that today I just wanted to talk about why she read. I added
that what I have been learning from the other students and teachers had 64
really focused me on why someone reads a little more than what they
believe about reading, even though I was still interested in what you
believed and how you would teach it.

Mrs. Tupps laughed in a short expressive way and said, "You mean why
I read?" When I replied yes and nodded, she added that she really didn't
find much time to read. She felt that she should read a lot more, but 65
with her family and work time was hard to find. She continued on her own
that when she has the time she reads for enjoyment and because I have

to to prepare for work or because I want to know things. I suggested that she said three purposes: enjoyment, have to, and want to know. She agreed to this division and I said that I would like to investigate each one a little more.

I asked her why she wanted to know things from reading. She said that she mainly reads to find out ideas about parenting and her children's health. She continued that raising her own children was very important and that she felt it was important to know new things for family and practical reasons. I asked why she felt this was important and she replied that it helped her better herself and her family. 66

We then went to reading for the purpose of having to read. She said this was part of her professional work. That she had to prepare herself to teach her students. Plus she had a lot of reading that wasn't particularly interesting but had to be read. She mentioned her insurance policy as one such reading that she read because she wanted to protect herself. She went on that this kind of reading is self-preservation and avoiding consequences down the road.

I shifted the interview to reading for enjoyment. Mrs. Tupps replied that this kind of reading involved books and the newspaper. I asked her what she would read in the newspaper. She replied that she had just noticed that they were reading the classified section first lately. This was because they were looking for a puppy now and earlier her husband was looking for a job.

(on the typed account of this interview I gave to Mrs. Tupps to correct I asked: Do you like looking for good buys too? Mrs. Tupps wrote in: "To a certain point--I don't really spend much time looking at ads. I shop when I have time and wherever I'm closest to. (usually)"

She said that she skims the headlines on the pages which would have important information about what is going on around her. Because she likes history, she will sometimes find articles to read that relate to classroom topics. She reads these so she can relate them to students later to show a connection with the current world. But she only reads the articles that seem pertinent to her. I asked her what kinds of articles those were. She replied that they would be community articles. Because she has spent her whole life in the community she knows a lot of the people and and local issues, so she likes to keep up on them. She added that many times her husband fills her in on this newspaper reading because he reads the paper every night and tells her what is going on. 67

I asked her about why she reads books. She said she reads mysteries, love stories, history, and the Bible. I showed her my interview notes on the newspaper and explained that I have been asking each person

why until they seem to have no reason except that reason. I said that I would like to ask her now about each of these books. About why she reads mysteries, she said that she likes to try to figure them out. She feels it is fun to have a challenge, to put all the clues together. She said she reads love stories because she likes mushy things. She said that she is very sentimental and that she will often be so touched by stories in class, that she is known to occasionally shed a tear. She went on to history books and expressed a great interest in life in the past. She said 68
she likes to compare today to the past and that she probably has a real romantic notion of the past being simple with out the cares and problems of today. She relates to the past in a very positive way. She explained that when she grew up they didn't have a bathroom inside the house and all they had for heat was a wood stove. She said that life changed a lot as she grew up. Mrs. Tupps suggested that she read these for sentimental reasons so she could be reflective and escape some. I then asked her why she read the Bible. She said her purpose was for spiritual and personal growth and because of her faith.

At this time I explained that I originally meant student-oriented purposes to be ones that the students had that are similar to the ones she has for enjoyment and that teacher-oriented purposes are similar to 69
her have-to reading purposes. I said that in talking with the students they are saying some of the same reasons for reading like avoiding consequences of grades and getting into trouble, escape, and finding out more about things they know about. I explained that new ideas in comprehension instruction view present instruction as back-end because it involves mainly questions and discussion after reading to develop 70
understanding. A new posibility is front-end instruction where you set a real purpose for reading and that guides the understanding. Mrs. Tupps then said that she does some front end stuff with reading the questions and using quizes before reading.

I then asked Mrs. Tupps what purposes she had for the student's reading in school. She replied that some of the reading purpose is the curriculum. She explained that you have to adjust that to the student's pace and ability. She added that much assigned reading is doing what you 71
have to do as a teacher. I asked her what purpose she wanted the students to see for reading. She began with the purposes of gaining knowledge and developing the process of learning too. She gave the example of becoming a better test taker as important to develop the learning process. She want's them to be learners so they can adapt to future changes and because there is always something new to be learned. For Mrs. Tupps, a purpose for reading is to develop and add to this

learning process so students can apply it to the way they live every day,
"this weekend, next year, and when they're 35." I asked her why gaining
knowledge was a purpose for students to read. She replied that it was 72
to help them to learn how to figure life out. She continued that it was a
part of life, that a basic purpose is figuring out things so you can live
with them.

At this time Mrs. Tupps realized she was late in switching her kids
from art to gym so she excused herself quickly. When she returned she
said that she hoped that we were about done, because she had several 73
papers she "had" to read to return to students. I said that I really only
wanted to check one more thing with her about what she thought a
purpose consisted of. While she was gone I had jotted down in the
interview notes the components of a purpose from what seemed to be said
by all the students and teachers. These components were: a personal
need or a professional need; a task; some content. She replied immediately 74
yes to the first component as being part of a purpose for reading. I
explained that the professional need may be started by others but that it
becomes a matter of consequence if the reading isn't done.
(On the typed account of this interview I gave to Mrs. Tupps for
correction I asked: Do you think it could also be a matter of personal
pride or desire to accomplish something for approval or recognition--to 75
build self concept? Mrs. Tupps wrote in: "All of the above!")

Mrs. Tupps agreed that a task was part of the purpose when I
explained that a task was something that you planned to do after the 76
reading which is why you read it.
(On the typed account of this interview I gave to Mrs. Tupps for
correction I asked: Do you think a different task would change your 77
purpose for reading in any way? Mrs. Tupps wrote in: "Yes, the speed and
intensity of my reading changes according to my purpose.")

When I mentioned some specific content as being part of the purpose
for reading, Mrs. Tupps didn't think that was purpose really. I explained
that the personal need or professional need would always relate directly 78
to some content and so the purpose involved both the need and the
content that the person thought would meet that need. She then agreed
that the content is part of the purpose for reading.
(On the typed account of this interview I gave to Mrs. Tupps for
correction I asked: Does it make sense to say that no purpose for
reading can be made without a particular content? Mrs Tupps inserted 79
here: "I really don't know." The typed question went on: Whenever anyone
talked about their purpose for reading it was always quickly related to a
specific piece of reading. Mrs. Tupps wrote in: "This shows that personal

experience affects our reading more than we sometimes realize.")

I then asked Mrs. Tupps to consider a picture I was drawing in the
notes which described how purpose came to operate in reading. I 80
suggested that it began with a person and some need that s/he wanted to
attain. This need could be a result of a preselected task or it could
generate a task for the reading. Then the content is predicted that will
bring the person to the achievement of that need. Content that does not
lend itself to the need is rejected. So if it a textbook reading assignment
is made with a task being a test over the material, then the need to avoid 81
consequences or achieve is activated and the selection of the material is
self-evident. Other content may also satisify this need, but the student
knows for sure that the textbook will. Then during reading the task and
need also direct the student's attention and understanding to those points
which will best fulfill the end task. This is how purpose drives
comprehension. I think Mrs. Tupps agreed with this description.

(On the typed account of this interview I gave to Mrs. Tupps to correct I
asked: Do you agree that this description of purpose still sounds right in 82
your thoughts? Mrs. Tupps wrote in: "Yes!")

Would you also consider this description of purpose:

The person has a need for a sentimental feeling or escape so they
select the content that best provides this need for them. There may be
several possible contents which they choose at different times or they 83
may choose different contents at different times because various contents
help them reach their need. The task seems to be to reach the need, but
could it also be to share this feeling with others in various outward
expressions.

(On the typed account of this interview I gave to Mrs. Tupps to correct I 84
asked: Does this seem reasonable to you? Mrs. Tupps wrote in: "Yes!")

.LI0
Interview Date: 11/13/86
Interview Length: 45 minutes
Interview Typed: 11/17/86
Interview Confirmed: returned typed account with questions answered on 12/2/86.
.LI1

My First Interview with Albert--- November 13, 1986

Albert and I sat at the library table Thursday, November 13. I began by asking him why he reads paperbacks. He said he read them if they were funny. He added that the sized doesn't matter, but not 400 pages. "My limit is more like about 175 pages." I asked him what book he was reading now and he told me it was XCharlie and the Great Glass ElevatorY. When I asked him why he picked that book to read, he told me that the had read 85 the one before it called XCharlie and the Choclate FactoryY and he wanted to see how the story ended. I asked him why he picked the first "Charlie" book and he said that the title sounded good because he really likes to eat choclate. When asked why he stops reading books, he said that he kept reading about the choclate factory because of Willy Wonka's fantastic inventions with choclate. Albert added that he stops reading books that get boring. When asked how he knew they were boring he said that they just didn't have any plot or they kept bringing in characters and he wouldn't understand the story.

I asked him why he kept reading this one XCharlie and the Choclate FactoryY and he replied because it had an inventor and was about choclate and candy and had this factory. I asked Albert why he liked the factory. He said that it was real funny and that each room had some little joke or funny thing happen. He continued by saying that the beginning of the book 86 was really funny. I asked him why he liked funny things to read. He said he liked comedy, so I asked him why he liked comedy. Albert said that he didn't know, he just started liking it.

I asked him if he ever read a book that wasn't funny. He said XStewart LittleY wasn't a funny book. I asked him what his purpose was for reading this book and he said that he wanted to see how it ended. He explained that there were a lot of cliff hangers where Stewart got into trouble. He said some of them were scary and he kept reading to find out how Stewart got out of the trouble. I followed this up with a question about seeing yourself in the books chosen to read. Albert said that if the book has no pictures, he imagines himself right there in the middle of the story. 87

I summarized for Albert, saying that his purpose for reading so far seemed to be to find out how different kinds of cliff hanging trouble is worked out, like in a mystery. Albert immediately said, "not really mysteries." He said that he likes funny situations, but not mysteries.

I asked Albert if he read anything else. He said that he likes to

read sports because he plays baseball and soccer. I asked Albert why he
reads about sports and he replied, "because I play that sport." He
continued by saying that he read XPeleY because he liked him. He added 88
that he tried reading about other people but "It just doesn't work too
well." I asked Albert if he saw himself in the sports books he picks to
read. He said he often puts himself in the book, like in XPeleY he saw
himself in the crowd watching the game.

At this point I asked Albert to consider if there were any
differences in his textbooks. He began with the Reading book and said that
it was like the books he reads, some he doesn't like and some he does. I
asked him why the likes some and he said because they were sports, scary,
or funny. Next, I asked him what purpose he has for reading this book. 89
First he said because he had to read it. When I asked why, he said that it
was part of an assignment. So, I asked him why he read for that
assignment. He said that if he didn't he would get a bad grade. So, I
asked him why he read for grades. He said that his mom and dad wanted
him to do good and that he tries to do his best job. I asked him why he
wanted to do his best job in reading. He said that sometimes he feels like
he can do it really good, and sometimes he doesn't want to do it, but he
has to. I continued by asking him why his mom and dad were important to
his purpose for reading. Albert related a story about how his dad says
when he was Albert's age, he was always goofing off and he wants Albert
to be different, to get good grades. I asked Albert if there were any
other reasons why he wanted to get good grades. He replied that he
wanted good grades so he could tell his kids about them when he grows
up. I asked Albert if he got into trouble if he got bad grades. He shook 90
his head and said, "not really. Maybe I might have to do more work like
carry in a little more wood. Plus they always tell me to try harder next
time."

I asked Albert if he read in Social Studies for the same reason. He
put his hand on this textbook and said, "I think of this book as one big
assignment." He said his Reading book was more like a regular book but
with shorter stories. I asked him about his English book and he said it
was like this Social Studies book with more assignments, like one on every
page. He said that he reads them so he can do good on his assignments
and if he takes his time he can get lucky and get an A or B.

Now, I asked Albert why he thinks his teachers want him to read in 91
these books. He replied, "To teach us and to ask questions." I asked him
why he thought they wanted to teach you. He explained that the teachers
often give the class a lecture about why she's there and how they need
to learn this stuff.

"Isn't it interesting to you sometimes?" I asked Albert when he said this. He replied that the Science book is interesting most of the time. I continued by asking him why he didn't stop reading if it was uninteresting. Albert said that even if he didn't like it, he keeps reading. But, he added, he doesn't learn much. I asked him if there was any time that the felt like he was learning. He said, "yea, sometimes." But when I asked him if he could give me a time when he was interested and felt learning, he said, "not really." 92

I asked Albert what the teacher's purpose for reading would be if it was more than just the assingment. He said it would be to learn stuff and he explained that he found when he could think about the reading and get to know it well, it was easy to remember the ideas. He added that he could also read it again for more facts and it would be real easy the second time through. I asked Albert what kinds of things were interesting enough for this to happen. He said, "states and capitals, factories and industries." I asked why this was interesting. He said that he just like to read that kind of stuff. Then he included graphs as interesting and said that sometimes doing the questions is interesting. I asked Albert if his purpose for reading all these because he is curious about other places. He replied, "Yea, I like to learn about other cities like Nashville and Louiville."

"Do you read to explore?" I asked.

"Maybe, yea," Albert replied.

"Is it kinda why you like reading books like XCharlie and the Choclate FactoryY, because they are about other places you can explore?" I continued.

"Well maybe," Albert said.

At this point we ran out of time and I thanked Albert. I told him that I would type up a story about what he said and give it back to him to make corrections, additions, and comments on. 93

.LI0
Interview Date: 11/13/86
Interview Lenght: 35 minutes
Interview Typed: 11/25/86
Interview Confirmed: Albert gave oral confirmation on 12/2/86 because he left paper at home.
.LI1

My First Interview with Butch--- November 13, 1986

Butch had brought several of his books to the library for our meeting on Thursday, November 13. Butch is in the middle reading group of the fifth grade students. I began by asking Butch if he had any general reasons why he reads. He gave several reasons: first, he said that often he had nothing else to do; next, he said there was this thing where you win a free pizza if you read four books a month; then he said that sometimes he had to read like in Social Studies pages 32 to 33 and he opened the book to demonstrate this assignment. He concluded by saying that he reads quite a bit.

I followed up by asking what he might be reading right now. He said he was reading XOtis SpawfordY. He paused and I asked why he was reading this book. He said that it was because Beverly Cleary wrote it. He continued by saying that he was in his 4th day reading it and was on page 100. He said he wanted to finish one book every five days so he can get the pizza again this month. He added that last month he read 3 Encyclopedia Brown books and one called XOperation Dumb ChumbY.

Butch was very talkative and he said that next he planned to read XChoclate FeverY and another Encyclopedia Brown book. I asked him why he read Encyclopedia Brown books and he said he really liked mysteries. He explained that his dad is a lawyer and it's always a mystery to me about who will win each case. Butch said he likes to try to figure out the mystery books and that there is an answer in the back where you can read if you are right or not. He said he never reads this answer first and that he figures out most of the mysteries. 94

I asked Butch if he ever stops reading a book and why. He said that he sometimes stops when he can go outside. "This is mostly in the spring and summer when the days are longer," he said. "In the winter I can't go out as much." 95

(on the typed account of this interview I gave to Butch to correct I asked: Do you ever stop reading because of the book? Butch wrote in: "no,I don't") 96

I asked Butch if he ever reads anything else. He quickly said that sometimes he reads the encyclopedia. When I asked why, he said that the looks up things all the time. I asked him why he looks up things. He said that he was interested in the things he looks up. He explained that tonight he was going to look up King Tut, because his sister is doing a report on ancient Egypt and he saw a book open on the coffee table with a picture of him. "I want to find out more about him tonight," he said. Butch continued by saying that he liked Egypt, but not Japan. I asked him 97

why and he said that he liked weird countries. I asked him what he meant
by wierd and he said they have neater stuff that is real old, like snakes 98
on the head. "It's hard to resist when your watching TV and a picture
catches your attention," Butch said.

Butch talked on about TV. He said that sometimes he reads between
shows that he wants to watch, or else he will eat or play his drums. For
the last couple of months with the pizza contest he has read for about a
half hour each night. He says he deserves to watch TV after reading. 99

I asked Butch about other times he might read. He said that he
reads at night when he goes to bed because it gets him tired so he can go
to sleep. He added that his Mom tells him to read when he goes to bed.
He said he also reads in the bathtub. He said his Mom showed him that.
He explained that his Mom reads all the time, great big books with 500
pages and real small words. He said that his Dad reads mysteries too.
Butch went on to say that he tries to read a page during commericals
because he hates them and reading fills the time. He said that he watches
Scooby Doo every day because it is a mystery. He added that he didn't
like the pick your own adventure books because they never made any
sense. 100

Butch summarized that he usually read only certain things. I asked
him if the things he read had to do with why he reads. He said, "maybe,
like mysteries." Then he jumped back to the encyclopedia and said that he
reads that to help him study. He said he uses the encyclopedia instead of
taking home his textbook to study about the states and capitals. He
added that the encyclopedia doesn't give every detail about the state and
that it gives all the important stuff first.

I asked Butch if he just opens up the encyclopedia and reads. He
said that he only looks for certain things in it, like once he looked up
drums. I said that it sounded like he liked to read to figure out stuff
he hears about or is interested in. Butch replied, "for sure I like to
figure out stuff." I asked him why and he said that his friends always 101
ask him a lot of questions about stuff. He added that he liked knowing
about the stuff. I asked him why and he said, "so when I get older I will
know about the stuff for reports." I asked him if future school reports
was the only reason. He said that sometimes he was just curious. He
added that his Dad lays on the couch reading a book all the time; he has
his own library of books.

I directed Butch's attention to his textbooks and asked him what he
thought about their differences. First he said that they don't really read
in the English book, just work in it. "This one gives me information about 102
Social Studies," he commented. He said that in the Reading book he

sometimes likes the stories and sometimes he doesn't like them. In the Science book, "we just talk about it." Butch continued on his own to say that doing the vocabulary words in the Social Studies book was dumb; he thought they should just look them up in the back when they need to. He added that the vocabulary in reading was not as dumb.

I asked Butch why he reads in the Social Studies book. He said that he needed to learn for the test. I asked why. He said it was because the teacher assigns it and if he doesn't he will get an F. I followed up first by asking why he thought the teacher assigned it. He said it was so everyone can learn it. I asked why the teacher wants him to learn it. He said it was so he knew it, if he needed to use it. I asked him why he thought he might need to use it. He said that when he grows up and has a job application that the information will help him get a good job. I asked him why he wanted a good job. Butch replied that he would get paid more and be able to get more of the things he wanted and this would make him happier when he grew up. I went back to why he didn't want to get an F. Butch said that an F tells you that you are not doing as well as the others, so the teacher grades you on what they want you to know. He continued that the grade tells you what you do know and don't know, so in the summer you can look up what you want in the encyclopedia. 103

I asked Butch if he ever read in the Social Studies textbook without an assignment. He said that often he flips through the book and a picture catchs his attention. He immediately openned the book and asked me if I wanted to see his favorite picture. I said that I was real interested and I leaned over the table closer. He showed me a picture of a mining shovel truck. He said that it looks real cool because it is so big. He described how when he first looked at it he thought it was nice, but then the teacher said to look at the men and the bulldozer. Then I saw them like little ants next to the shovel truck. I asked him if he like this because he was curious about it. Butch said, "yea, that's for sure." He said he sees other pictures that catch his attention and he reads about them.

I was nearing the end of our time, so I asked Butch if his purpose for reading was to get the assignment done. He said yes and explained how he looks up pages and skims to find the answers for questions. I asked him if another purpose was for the test? Butch said yes and explained that he doesn't over study or understudy. I asked him if he gets into trouble over his grades. He said that he doesn't get into trouble or get punished. He said his parents tell him that the grades show what he has learned. He said that once in a while, they will tell him to study harder because he "might need to know this in the big world." 104

Butch added that sometimes he reads to find out. I asked him why he might be curious. He gave the example of a rodeo picture in the book and that he would read to find out what it is all about. He gave another example of a map picture in the book. About this he said, "I don't like this picture because I have to memorize (he counts the states) 14 states and capitals and where they are located. I don't like to memorize. The stuff I read will stay in my head if I like it, otherwise a half an hour later it's gone, especially after TV."

Butch commented once during and at the end of the session that he felt like he was learning about his own reading. I told Butch that he was very helpful to me too. Butch elaborated on his own about almost all the questions I asked during the 40 minute interview. I told Butch that I would type up a story about what he said and give it back to him to make any changes or to add anything he thought should be corrected.

105

.LI0
Interview Date: 11/13/86
Interview Length: 40 minutes
Interview Typed: 11/25/86
Interview Confirmed: Butch returned the typed interview with one correction and the answer to the question. I picked it up at his home, because he forgot to bring it to school. He said everything was right.
.LI1

REFLECTIONS:

As the interviewer, I feel there was an excellent rapport between each respondent and myself. I really respect what they believe and I think they realize this. I believe they were not afraid to say what they really believed and that they were not just saying the things they thought I wanted to hear.

I tried to keep every interview question open and ask just why and one or two words from their previous responses. Near the end of the interview, I sometimes stated what I thought they were saying and asked for confirmation.

I tried to type their interviews as soon afterwards as I had the time and energy to do so. Only one interview account included had a gap which interferred dramatically with my memory and that was Bobby's. This resulted because I first typed this interview into a belief construction and not a scene by scene account of what I asked and he said. I did find it easiest and best to type the interview the same day or as soon after as possible. Interviews should be scheduled with an appropriate block of double the time afterwards for typing if taping is not going to be used.

In all the interview accounts I asked the respondents to read or we discussed in the next interview, very minor corrections occurred.

CHAPTER FIVE: EMERGING METHODOLOGY

ADJUSTING THE LENS:

After completing three full observations of morning classes and having narrowed the focus of these observations to the three teachers and four student respondents, I realized that I had no idea what the respondents beliefs were about reading and why they read. All I had is what I had concluded from the observation of their reading behaviors and a lot of other behaviors as well. Although I began my interviews on the day of the third observation, my methodology shifted from observing to talking with the respondents to created their individual views of reading.

TRACING THE FOCUS:

Since I began the interviews on my third visit with little idea of what the respondents believed about reading, I started with the question "what does reading mean to you?" From this I asked other open questions when they stopped talking. With my first interview with Mrs. Tupps on 10/23/86 of 25 minutes, I asked what she thought of when I said "fifth graders and reading." I also asked questions relating to something they had already said, relating to her purpose for student reading, and relating to what she thought the students saw as the purpose for reading.

My first interview with a student, Jane, was similar. I asked what she thought about reading and what different things she read. With each reading material I asked her what her purpose was for reading it. I asked her what she thought about school reading. I asked her what things she found interesting to read. This interview took 20 minutes on 10/23/86.

For both of these interviews I typed a third person story titled ______ Beliefs about Reading. To type this I thought about what they said about reading and tried to state their beliefs about reading and why they read different materials. Jane's interview document #1 was 3 pages long and Mrs. Tupps interview document #1 was 4 pages long. At the end of both documents I typed a list of Purposes, Tasks, and Strategies. I included what seemed to be each respondents beliefs about these three categories in terms of reading. I looked back over the data cards from the observations and whenever I saw an example of reading that seemed to converge on what the respondent said about reading, I included it in the interview document. On Mrs. Tupps document, I also included a question about the possibility of more than one interpretation from reading and about any differences she might see between student directed reading and teacher directed reading.

On my fourth visit to interview, I spent about 15 minutes with Jane going over the interview document. We read it to make changes, additions, corrections. I explained the list of purposes, tasks, and strategies at the end and asked her to add to this list later. We made six changes and additions to this statement of Jane's belief about reading during this interview. I also gave her a copy to take home and check over with her parents and to make additional changes or additions if she wanted. She returned this document to me on the fifth visit with only one additional change.

I also gave Mrs. Tupps her interview document #1 to make changes, additions, and deletions on. I received this back on my fifth visit. She crossed out several sections, made many changes, and added about two pages of additonal comments and ideas. It was extremely well thought about. She said that she had read it again and again and had spent a lot of time making it say what she thought was right.

Also on my fourth visit I interviewed Bobby for about 40 minutes during his reading class. I also began by just asking Bobby what he thought about reading. I asked him about the kinds of things that he did read. For each material I asked him why he read it. I asked him what he thought about school reading. From this interview and previous observation data cards I typed up a document that was titled "Bobby's belief about reading". At the end of this, I also typed a list of purposes, tasks, and strategies for Bobby to correct and add to accoring to what he believed.

Before the fourth visit and the interview with Bobby, it seemed to me that it would be difficult to wait until you have the full view of any respondent before starting another interview with another respondent. In fact it seem that with each new respondent you could bring in others views for reaction, modification, verification, rejection at an appropriate time when they have already said something relational. I pictured the interviewing as being a snowball of an emic construction which grew with each new respondent. It didn't seem like building a snow wall where you add one snow ball at a time with some larger or smaller than others. I thought that whenever I feel like I'm juggling a bunch of snowballs I have to stop and immediately roll them together so I am only carrying one giant ball no matter if it is harder to push around. Now at the conclusion of this study, I find that you do bring the views of other respondents to the next interview. But I believe that you have to be careful and let the respondent formulate his views, and their relationships to a great degree before you suggest different ideas for his consideration, otherwise you may miss some of this respondent's understandings which might better inform others.

After these first three interviews and I typed up their beliefs, I felt that so many possible ideas could be investigated that I actually felt like I no longer had any focus on this research. I tried to handle this by writing all the possible ways it could go.

First: the idea that reading is acquiring the author's interpretation which was presented by Mrs. Tupps. She had the students read aloud so she could communicate this important message. Jane seems to think she could figure out an interpretation on her own. Bobby says he has to do it to get through school and I don't think he would say that he can get the message easily. Just what kind of message these students would come up with without Mrs. Tupps guiding the interpretation would be interesting.

Second: trying to find out all the different purposes these respondents have for reading. Mrs. Tupps thinks reading history is important, but I don't know why yet. Jane and Bobby express some interest in reading some things but I don't know why to a great degree. I don't know why they think they have to do their school reading. Mr. Allen definately has a purpose for enjoyment, but I don't know why. The interviews would have to really focus on the materials that each person reads and ask about the kind of tasks and purposes they have for reading them.

Third: spending a short time on getting a list of different materials and purposes and quickly get into what each respondent does to reach each purpose.

Fourth: focusing on how each of the student respondents looks at all the tests and assignments involving reading and find out what they think about the school's purposes for reading.

Fifth: parents and home reading is emerging as important. Finding out what the parents read and their purposes for reading would relate to what the student respondents see as their purpose for reading at home.

Sixth: Interviews and try-outs of ways to assess each of the reading purposes which the respondent feels is important to reading.

Seventh: so much of the student's purpose for reading is wrapped up in completing assignments. A close examination with the students and teacher about the kind of reading it takes to do assignments would be interesting.

I made the decision to try to maintain a focus on fleshing out all of the purposes that each respondent had for reading in and out of school. To provide me with something as a starting point in each interview, I planned on using the observation data cards and ask them about the purpose of each incident and I planned to provide them with a list of the categories I had come up with using these data cards. It was at this time that I had a second debriefing with another colleague. When I showed him my categories he thought they were not really purposes for reading and that some didn't even describe reading events. He was right. I hadn't really decided what constituted reading and I hadn't even asked the respondents what constituted reading. At this point I had to put up some boundaries so I decided to include as reading only events that had at least one sentence of written language.

Next in this debriefing, the colleague pointed out that the construct of reading purpose seemed to be the real unclear point that needed to be found out from the respondents. He asked me just what makes up a reading purpose anyways, what are all the contextual factors that are involved in the idea of a "reading purpose". When he said this, I realized that I really didn't know what a reading purpose is. I thought about what each of the three respondents said about their purposes for reading. They each seemed to think about their purpose for reading in relation to some specific content and sometimes they mentioned a task. Just how that task fit the purpose, I wasn't sure.

This happened the day before my fifth visit and my next set of interviews. It became clear to me that what was happening in my thinking is that the scope of my inquiry was narrowing on what a purpose was as much as what possible purposes might be. I decided to write what I though a purpose was at this point in time:

"Purpose is a construction which either involves the specific context of reading or cuts across various contexts. Purpose can be specific to the content that you are reading. At least this is something I need to investigate and I may better do it by asking them why they read certain materials. For materials I can use their textbooks, workbooks, and any other books they are reading. I can ask them what they read at home and why they read it. I Should continue to ask why about their answer until they repeat it or say I don't know. Even then you could assume that there is a reason which they cannot cognize but have. This I would have to intuit and maybe suggest for their consideration. They could confirm it or not or say maybe.

"Their ability to express underlying reasons why they read different content matter and even different parts of the same type of material is part of that chart on scope and articulateness. I need to search out some articulateness. If they go back to the same underlying why purpose for reading several types of material then I would be teasing out some general purposes." (11/11/86)

The three interviews on 11/11/86 with Jane, Bobby, and Mr. Allen on the fifth visit were the samples included in the last chapter. In general I asked them why they read something until they could give no other reason. I asked them this about all the different kinds of things they read. I felt that I was hearing some redundancy.

I felt there may be no separation between teacher and studen oriented purposes. The student respondents could not express as much of a purpose as the teacher respondent. The students' and teacher purposes for reading seem to go down to personal needs. The content is a very important part of the reading purpose because the personal needs determine what content is needed and when the content is assigned that determines the needs. The tasks are part of the personal needs which student respondents feel they need to do expecially with school text and workbook reading. Escape, identity, problems with life, seem to be needs which drive purposes for personal reading. Success, money, avoiding punishment, and adult expectations seem to be needs which drive purposes for school reading. Learning does not seem to be a base purpose--there is something beneath it which is driving the learning.

From just thinking about what the three respondents said I felt that they all believed that the purpose contained a personal need related to a task, that reaches out for a specific content. What the mind does when it engages that content is a cognitive strategy. This is how the purpose determines the cognitive strategy. In each interview the content seemed to trigger some personal need or task that had to be done.

I typed these interviews into documents which I returned to all three respondents. Jane made some corrections and answered several questions and returned hers on 12/2. On 11/26 I went over Bobby's (it is in a belief form different from the first person account included in this report) in a third interview and answered several questions and made other corrections. Mr. Allen returned his on 12/2 with only one or two changes.

Feeling that I had a strong sense of redundancy on 11/11/86 with three primary respondents, I decided to interview Mrs. Tupps and two new respondents to see if they would reflect the same beliefs about their purposes for reading. My focus was not so much on getting their exact purposes for reading as it was to get what they considered to be part of a purpose for reading. This I could tell from how they related any one of their purposes for reading.

On 11/13/86 I interviewed Albert, Butch, and Mrs. Tupps. These interviews are included in the previous chapter. With Mrs. Tupps I said that I really just wanted to talk about her own purposes for reading and not about reading in school. I later in the interview wanted to know what purposes she had for student reading. With Albert and Butch I wanted to talk about all the different things they read and why they read each one. But I had to start out by asking them why the read. This was important to do to see if each respondent first mentioned a specific content in relation to a purpose for reading. From there I probed for some underlying reason for reading that content. All three of these interviews were typed and returned for the respondent to read and confirm. Mrs. Tupps returned hers on 12/2. I picked up Butch's at his house that evening and Albert never called for me to come and pick his up. During school Albert said he had read it and answered a few questions I had asked.

REDUNDANCY REFLECTIONS:

I now felt that I could create the actual views of the respondents about their purpose for reading. I had discovered that their purposes related to personal needs. Sometimes these needs were to satisify real areas of interest to their learning about the world. Sometimes these needs were to satisify requirements that they had to do to avoid consequences or even to gain recognition. In these later cases the purposes for reading usually involved a task that was just part of the reading when the purposes were more personal needs. I felt now that I had to find some way to represent what everyone was saying so I could share this with them and gain some consensus about the purpose for reading. The results of this sharing is in the final chapter.

The next chapter presents some self-portraits which relate all the observations and interviews with the six respondents. This provides an inside look to each of the respondents beliefs that leads to the redundancy and the attempt at consensus about the purpose for reading.

CHAPTER SIX: READING SELF-PORTRAITS

ADJUSTING THE LENS:

This chapter brings into focus the beliefs of each respondent about reading. At the foreground is what they say about reading. In the background is what they do during school that relates to reading. This section tries to adjust the focus so that both foreground and background are clear parts of a self-portrait which has "how I experience reading" at the center. Without all of these areas in focus at the same time, a self-portrait lacks meaning.

Although these self-portraits have the respondent speaking for himself or herself in the first person "I", they do not represent direct quotations by the respondent. But each respondent has read and signed his or her approval that his beliefs about reading are captured in the portrait.

SELF-PORTRAIT: Bobby

Reading is like work. It's not like the fun I have riding my cycle on my Dad's farm on weekends. I also have about 20 metal toy tractors and boards that I use to build things to play with the tractors on. I really don't spend much time reading at home. The reasons I read "depend on where I am at and what I am doing." If I'm at home, I read for my own purpose. A little more than half the time at home I read so I can get the grades I need to pass and not waste another year. The rest of the time, I want to read about sports. At school, I read for the teacher's reasons. That means reading so I can do assignments and take tests. This reading is only interesting about five percent of the time. Most of the time, it's just work that I have to do.

I read about sports because I want to be a sports star when I grow up. I even told my mom that "I'm going to play for the Cincinnati Reds." My favorite sport is baseball so I look for things to read about all the players I know, especially one Cincinnati outfielder. I don't want to tell you his name. My grandma got me hooked on the Reds by buying me stuff at the ballgames and bringing it to me.

If I go to the library, which isn't very often, I look for books about sports, especially baseball players I know. I signed out two books, Mickey

Mantle Slugs It Out and Willie Mays to read for the pizza chart. I had to sign them out again because I didn't get them done. I haven't read any books yet for the pizza chart and you have to read four books a month to win. I picked these books also because they were thin. I don't read thick books. I was reading one thick book, Halloween, because I was at home looking for a book and it was an old one of my Moms. I also knew something about the movie. I was reading this at school when I got to the part where snakes started coming out of a person's head. This was a real good part. My teacher yelled at me to stop reading and pay attention to how to write a friendly letter. I quit reading this book because I never would have finished it because it was so thick.

Sometimes I will look through the newspaper for something in the sports about somebody I like to watch or know about. Sometimes it's a football player, but usually it's a baseball player. I always read the little square about sports on the front page above the headlines. Just the other day I was looking through the newspaper ads for a cycle race my Dad and I heard about. I found the ad but it didn't tell where the race was going to be at or give any phone number.

When I go to ballgames I like to look through the program. I spend a lot of time looking at the pictures. I read the names of the players and match them with their picture. One time Eddy Miller wasn't in the picture and I still wonder why not. I'll also read stuff about the players like their height and weight. After that there is usually not much else left to read and it's not very interesting anyways.

I have a collection of baseball cards that I read a lot. I sort the cards into their different teams and read the number of years played, height, and weight. I don't read the batting averages. When I get the teams together by reading the manager card, I find out which players are missing. Then I write these missing players on a blue piece of paper and wrap the other team cards up in the paper so the missing players names are on top where I can always read them so I know what cards I need. Then I put a rubber band around this stack. Whenever there is a game on T.V. like the Reds, I get those teams out and look at the players. I did this during the world series with the Mets and Boston.

Like I said I read at school because I have to. I would like to win a pizza coupon for Pizza Hut though, if I could read four books in one month. But I don't think I can, unless they are really thin.

At school, I read because I have to do all these questions over what I read. Another purpose for reading at school is because the teacher tells me to read. I believe~~s~~ that I have to read all the textbook assignments in Reading, English, Science, Social Studies. In the Reading book you have to do the focus questions. In Science you have to do the questions in Think About. In Social Studies you have to do the questions at the end of the chapter. These questions really aren't reading to me.

I know the teacher wants me to learn so I can get a good education. I want to get a good job and get good money. So I try hard to do all the assigments right. I check with my teacher or a friend if I'm not sure how to do an assignment, like what I'm supposed to find, or how to mark something, or if I should write the questions and answers. I realize when some assignment doesn't seem right like doing the crossword puzzle on the board and I noticed right away that one word didn't fit the blanks right. In group work in science, I check to make sure our paper looks right and find out what we need to do yet. The main reason I read is to do all these assignments. Some cry if they don't get an "A" and some it doesn't bother. I try to get an "A" but I usually don't. In reading I do a lot of vocabulary words and skill pack workbook pages and focus worksheets. I usually get "D's" ~~on the work~~book and "B's" and ~~[illegible]~~ on the (FS) focus or vocabulary. When I get a good grade I like to show it to my classmates.

Sometimes in Reading when I finish my work, the teacher tells me to work on the card machine that has math and reading problems. I don't like this machine because it has a lot of buttons and I have to look down and back up all the time. But I work on it because if I didn't my teacher would have me do more worksheets and I don't want to do that. If I had a choice I would just stay at my seat and probably draw pictures of four-wheelers or sports fields.

My teacher wants me to read in the Reading book so I can learn to read better. I find it hard and uninteresting to read silently to get the story. "I guess I'm lazy." But I like it best when the teacher reads aloud or has a tape of the story. It's more interesting on the tape recorder, even though its not really interesting any way you do it. We read every story aloud in class and I think it's "more fun to listen, than to read it." When I read aloud in class, like social studies, I usually have to have help from the teacher to pronounce all the words in my paragraph. When I copy words off the board, I have to copy them a letter at a time if I don't really know them.

I read in my Social Studies book because I have to. But once in a while I find something I want to read about. I like learning about the states that are around me like Indiana, Illinois, and the state that has Detroit. And I know that in our book we are going to Florida next, then Texas, then back up to Indiana and Ohio. I want to read about Indiana because that is where I want to live and because I like farm ground. I also like the maps in the book. I don't want to read all the words on the map, but I like looking at them. Sometimes during class when the teacher asks a question that I think will be on a map, like the name of a river in Pittsburgh, I will look through the book to find the answer. I know the teacher wants me to learn about what happened long ago, and today, and in other places. But then you take the vocabulary quiz, study for a test, and she grades the test. Bobby

SELF-PORTRAIT: Jane

I think reading is fun, so I have books at home and at school that I read every day. My favorite books are adventures about girls my age that go to school like, Nothing's Fair in the 5th Grade and Your Former Friend, Matthew. I read when ~~I'm bored~~ and have extra time. Sometimes, when I'm not ready to do my homework, I'll watch T.V. and read until Dad gets home. Then I have to do my homework or get into trouble. I really like reading instead of doing other things with the time I have at home. But even if I read, I still have to do other things around the house.

At school, I find extra time at the end of English, after Spelling, and on the bus. One day I read "Nothing's Fair" at the end of every class and before every class began. I also read a few sentences to a girlfriend during this time.

Sometimes, I'll read the newspaper when Dad finds something interesting and he gives it to me to read. I also listen to Dad read stuff to Mom, which is usually when people die.

Once in a while when I get tired of reading a book, I'll read one of my sister's "Young Miss" magazines. I find these and other books to read by snooping in her room. I like other magazines like "MAD" and some at school, but I can't remember. Mostly though I like to read books.

Just recently I was reading a mystery at home and someone got murdered. This bothered me a little so I looked on my shelf and found another book, Ralph S. Mouse, and started to read that. I picked this one because the author is one of my favorites. I decided to read the mystery at school and the other one at home. I like mysteries because I have to figure out what happens. Really I like all books partly because I have to keep reading them to find out what will happen next and in the end.

I pick books by reading the back cover. With Hearts don't Lie the back cover had questions on it that I answered, then read to find out if I was right. But the main reason I read this book was because the main characters in the story had my name and my sister's name. I really like to read books that are about girls my same age and grade in school. My sister gives me books to read too.

I have read eight books the last two months and have won two coupons in the "Book It" contest. But, even though I like to read books, sixty percent of the reading I do is what I have to read for school book assignments and tests.

I have to read the directions for doing the assignments homework and workbook pages. Sometimes the teacher changes the directions in the textbook, adding some or crossing out some, so I have to read along to know just what to do in assignments. But most of the time I can figure out the directions myself without listening to the teacher explain them all. This is especially true with my reading workbook. The English assignments have more changes that I have to get. Once I missed a change and I got all the answers wrong.

I work really hard to get all my assignments done so I can have my time for reading. During school I spend most of my time doing these assignments like vocabualry and workbook pages. Since I can figure out the directions myself, I always begin working immediately on the assignment when it is given. If I have trouble with some direction or problem, I'll ask a neighbor. Often I look ahead after each page to see just how far I have to go yet.

I don't have many assignments in my Science book. We read that to find out about stuff like the body and measurement. But with Social Studies, it's tests! I have to answer all the questions at the end of the chapter, write out the vocaublary definitons, and study all of this so I can get an "A" on the test. If I get straight "A's" all year I will get a TV or something like that. I ~~don't like~~ to get bad ~~grades either~~ around my friends because they all want to see what I get.

In Social Studies we read the chapter aloud, but I don't like to read aloud. I read along and am ready to answer any questions if I get called on. To study for the test I review all the questions from memory and look back if I have to. Then I'll read the chapter and think of questions that will be on the test for each section of the book that has a heading like "How to make steel". When I'm done, Mom will go over it with me and ask me questions on each section of the book. Sometimes my sister does this for me. I really don't remember for long any of the stuff I read in this book and study for the test. Some of the stuff I might remember if you asked me a question. I really don't like nonfiction. But, about thirty percent of the time I find school book reading interesting.

SELF-PORTRAIT: Mrs. Tupps

Reading is receiving a message from a printed page and gaining knowledge from that message to apply to the learning process and personal experiences. The author is trying to communicate this message and the reader needs to read and interpret this message. There are a lot of different kinds of messages such as enjoyment, recreation, memorizing, and getting a general idea, as well as others. I believe that all the fifth graders are not able to decode and interpret fifth grade material. So I have the class read most material aloud and together. That way I can point out all the important points. I just don't feel they are able to read a 20 page unit and find all the important ideas.

In Reading I have the students take turns reading one or two paragraphs aloud. This way I can ask questions about the story after each paragraph. Usually I ask a question before the story about any personal experience that may relate to the story, like with "Henry and Madge's crystal ball" I asked if any of the students had babysitted a child that really kept them busy. I ask this so they can related their personal experiences to the story they are about to read. When we stop between paragraphs I often will ask them if they think they know what will happen next. In the "crystal ball" story I asked a couple of times if anyone could guess what Henry and Madge were going to do with the walkie-talkies and why Henry was climbing a tree. Sometimes I just ask this to get their attention back into the story. Other times I will help students answer the question if they can't get it according to what is happenning in the story.

I do the same type of reading and questioning in social studies class. The students read each paragraph aloud and pause at the end of each paragraph so I can raise a question about the important points. My questions usually started out with a probe of the students' own experience similar to the ideas of the paragraph just read. The students' own experience is such an important part of the reading and their ability to learn and remember the message. Then I ask a few more questions to clarify the interpretation specific to the text. I also like to include a personal story from my own expereiences to create a fuller picture of the ideas being read and discussed. For example, in a social studies chapter about the New England states, there were several paragraphs on the lumber and maple syrup industries. Now I used to live in a house as a kid that was heated by wood. We even cooked with wood. I asked the students if any of them help cut wood at home, then I told them about how I grew up cutting wood all the time. I wanted to make the point that wood is a very important industry in the past but that it has once again become one today to conserve energy. With the maple syrup industry, I asked the students if any of them ever had real maple syrup. Two of them said that they had it at their grandmas. One even said that they had sugar trees. Well I explained how real maple syrup is made by telling them about when I was a child and used to help make it with my Dad at a neighbors. Relating my personal experiences and asking the students about theirs raises their understanding of the important points. And they need to understand these points for the test.

Gaining the knowledge of the author's message to add to their learning is so important for the students to understand that I feel taking the extra time to read aloud and discuss after each paragraph is justified. Hopefully, this method will help train these students to perform this reading skill independently in the future. Sometimes, because student oral reading takes more time, I have to finish reading the text section or story aloud. I still ask the same kinds of questions when I read aloud.

You see, besides gaing the knowledge of the author's message, it is real important that the students develop the learning process so they can apply both to the way the live every day, this weekend, next year, and when they're thirty-five. It's a basic part of life to figure out things so you can live with them.

I think some fifth graders could read the material, use the learning process, and get the important points on their own. But most readers need to be guided through the reading. The curriculum is a major reason for this. I have to cover a lot of material during the class time. To make sure that it is learned I give the assignments and tests and have to adjust the speed of coverage and review to the students' pace and ability. This is why I model how to ask questions about the reading and how to relate personal experience to the reading. But we just don't have a lot of class time to have everyone tell a personal story that relates to the reading. So I usually ask them questions about their experience and about what they think will happen next in the reading, but usually we just briefly talk about these questions.

I also know that the day after we read something, I have to review it with the students to point out the important ideas they have to know for the test. All the assignments we do up to the test, like workbook pages, questions, vocabulary, maps, and practice tests, we have to review and correct the answers. It is evident to me on tests and classroom questions that students do not know how to gain knowledge. So I place emphasis on correct answers to help the students learn the important information form the material. I like to have students give the correct answers aloud during these reviews. I try to help the students learn how to improve their own answers by comparing it with an excellent student answer or by giving a model answer. We usually don't have time to go over the opinion types of questions on assignments, but they really are not critical to getting the message to complete the assignments and test. I hope that the discussions broaden the students' knowledge and I know that some different interpretations occur during discussions. But I have expectations and goals in mind with precious few minutes to accomplish them.

I teach the students how to review their chapter, read the headings, summaries, picture captions to pick out the main ideas and important things. I also emphasize the memorization of facts such as states and capitals. These are retained better if it's spread out over a length of time and learned a part at a time. I incorporate these facts to be memorized with other material relating to the facts so that it has more meaning for the students and they see a purpose for learning it.

But, I see another major problem with the fifth graders is that they don't read for enjoyment or recreation. Because their lives are so social and busy and because they always have a reading class with textbooks, they don't really see reading as recreation. I can understand this in a way because I don't really read a for enjoyment on a regular basis. In fact, I would say that about ninety percent of my reading is things I have to read for work or just survival. It really goes back to my childhood where I was never really disciplined to enjoy reading on a regular daily basis; no one ever demonstrated this for me. So now, when I once in a while find a book I enjoy, I can't put it down until it's finished, which means I neglect other things staying up late and losing sleep for a few days in a row. I would rather learn to read a little bit at a time every day instead of a lot at a time every so often.

But really, with my family and work, I don't have much time to read. When I do read for reasons other than to prepare for work, I'm usually reading about parenting and health in magazines or newspapers. Raising my children and improving myself and my family's life is very important to me. I also find reading the Bible important for my own spiritual and personal growth. I guess I really do spend time reading the Bible. Other things I like to read are mysteries, sentimental love stories, and history. I have a great interest in life in the past. I find it enjoyable to compare the complicate way of life today to the simple without cares and problems life of yesterday. I know it's a romantic notion. It's probably why I like love stories too. It's a kind of escape or chance for me to reflect. Plus, everybody knows that I am sentimental even when I read the stories in the

Reading book, like the "crystal ball" story just turns out so right that I well up a bit during the last paragraph.

I also find the newspaper important for finding out about people I know in town and the important issues in town. Just lately too, it seems like we were going througn the ads every night looking for something we needed.

Of course there are other things I read that I have to read, like an insurance policy. I need to protect myself and my family against possible consequences down the road. It's kind of self-preservation.

Here at school, I think we are helping the fifth graders learn reading can be fun as a daily recreational activity. All three of us have talked about this and we decided to demonstrate enjoyment by reading aloud an interesting book every day for about 10 minutes. I find the students so interested in the books that they don't want to stop at chapter breaks and that they really talk about what happened and what might happen next. I believe this time for fun reading is just as important as spelling or any other academic subject, so only under rare instances, if we can't get all the assignments done, is it left out of the day's activities during the last hour and half of school. I also have an extended silent reading time on Fridays which is very important to developing this "reading for enjoyment" attitude. And I read silently with the students to set the example.

I also believe that it's important for students to become authors and learn to communicate a message to readers as well as interpret a message. This activity supplements the regular reading which I direct for my student's benefit, so they'll have the skills they'll be expected to have in the future.

Mrs. Tupps

SELF-PORTRAIT: Mr. Allen

Schools really don't teach kids to read--what we teach them is some kind of mechanical ability based on skills that break down actual reading. Reading is when you sit down with a book and read for the fun of it, for enjoyment. The purpose for reading shouldn't be because you were told to read something, like we do in school. Other teachers have said that reading class really isn't reading, it's not just me.

We do some token things in school to promote real reading like the Pizza Hut "Book It Contest" and using library books. I am always pushing the library and using extra time at the end of science, homeroom, reading, and the study period to read independent books. But I really do this because I want the students to latch onto something they will enjoy and will get them into reading. I gain so much satisfaction from reading. Plus, I gain something else that I try to get to happen with my students-friendship. I encourage them to share their favorite books with someone. When this happens, a real friendship bond results from reading and it continues to grow by exchanging more and more books. I find out about a lot of things to read from my friends. Right now I am exchanging a science fantasy series one book at a time with a student, and I see him really increasing his reading and sharing more and more about himself with me. Plus, I read books outloud to try to get students started in ones they like. And once they get to the point of reading particular books and sharing, I suggest other kinds of books to explore.

Everything I read is not fiction. I read a lot for information too. Most of the information type reading I select has to do with something I need to improve in myself or change in my life. It might be personal or professional development. Right now I am reading a lot about writing to improve my teaching of writing. I used to read a lot of self-help books at one time. I find it real important to be well rounded and an intelligent member of society by reading about the national news in magazines such as "Time". In all of this reading, I am most concerned with the overall concepts and not the facts. Usually, these concepts are interesting ideas that I am compelled to explore because I have heard about them in reviews, on T.V. or from a friend. Once in a while I have to prepare a report or presentation about the information, but I would say that I only read about ten percent of the time because I have to read. Ninety percent of the time I am reading because I want to read and during this time I most like to read novels for enjoyment. Right now I am reading Robert Ludlum novels about complex international affairs that seem very real. I find these books as a kind of fantasy and escape. I enjoy spending my time reading them.

But in school, there is no getting around all the skillpack pages, especially with the lower reading groups. With those students it is hard to have any time left for real reading because work on the skills goes so slow. I find the same thing with writing, because we have to work on so many skills, we never really get to just write.

The big problem is accountability. I'm held accountable for the skills in reading and it really doesn't matter about the attitudes toward reading. All the grades are based on the skills, like knowing suffixes, not whether you read books or not. Because the students' interest is never evaluated, they themselves eventually become held accountable later in life when their lack of desire to read catches up with them. During Reading class, I have to cover all the workbook pages and answer the questions over the stories and take vocabulary tests over the words, because that is what I am expected to do. So whenever I can, I make time for free reading, reading after completing work, and sharing reading. I myself will read at the front of the room during quizes and workbook activities and laugh right out loud if something is funny.

I want the student to be able to read to get information so they can discuss it and gain some background in topics. But I am sure that students do it because they have to do it because the teacher said so and their grade depends upon it. With grades and other rewards and punishments we set up a lot of artificial purposes for making students read. Parental pressure is a big part of it too. I think we do this because we really value reading so much in our society. We really think it is important to learn to read, so we do all kinds of things to make students read.

But, I'm sure that the students find reading a real tradeoff. I know you have to give up time to read. Time that you could be using to watch T.V. or do other things. So for kids to read they have to believe that they are going to get more fun from reading than from doing the other things with the time. And I know for certain that many students don't do the textbook reading at night because of this tradeoff. But there is no way of knowing and impressing upon them to read unless you give a quiz every day. Since we don't have time for that, we usually use discussion. However, I find it hard to tell who read and who didn't during a discussion.

I find this in Science class, but then I don't expect the student to know the material from reading it silently. Science, to me, should be more of a hands-on activity. Reading should just be a tool, one way of many, to help you find something out, so you can then do something with the information, like an activity, experiment, or exploration. Sometimes these explorations take place in the mind during reading, such as the chapter on the ocean which the students were really fascinated with. This is why, for reading a section in the science book, I give a purpose for exploring; for example, I tell them to read to find out what they need to bring for the experiment, or to read to know certain things about cells.

I know that when the students read with such a purpose, they won't get the rest of the information and they will stop reading when they have gotten what they wanted. This is why I go over the information in a discussion. During this I usually talk about the important ideas and refer them to a picture or maybe I highlight a paragraph or two. I even have a student read this paragraph aloud. But I never have them do oral reading of the whole passage. I find oral reading very boring ever since I was a kid and even now as a teacher. I find that discussing the important points teaches the students that listening is also an important tool for getting the information you need. I only wish in Science that more of the grade could be determined by means other than written language. I find it hard to measure participation in experiments.

I see reading as a tool, supplying information to achieve some activity, or providing for the satisifaciton of some personal enjoyment. Reading is also very important to share.

Rick Allen

SELF-PORTRAIT: Albert

I like to read books that are funny, like Blubber, How to Eat Fried Worms, and Charlie and the Choclate Factory. I also like to read books that have dangerous or scary cliff-hanging episodes and books that are about sports. I only read books about sports that I know and play and when I read them I put myself into the book in the crowd watching the action. I tried to read about one sports person that I didn't know but that didn't work. My favorite sports book is Pele. If I find a book that is boring, I stop reading it. The size of the book doesn't matter to me, but then I don't like 400 page books either. About 175 pages is the right size for me. I have won two pizza coupons in a row form Pizza Hut for reading four books a month. I would be reading though, even if there wasn't a contest.

Usually the title is what I use to pick a book. I chose "Charlie" because I really like to eat choclate. I read my books during school a lot after I get assignments done at the end of class, and sometimes at the beginning of class before the teacher starts. I read Blubber like this at the end and beginning of classes. I also like to share reading with my friends. ~~When my neighbor has something interesting he is reading, like a magazine advertisement, I will lean over and talk with him about it.~~

My Reading book is like the books I read except that it has shorter stories. I like the ones that are about sports, are funny or scary. The rest I don't like. But I have to read them because I have to do the assignments over the stories to get good grades. If I get a bad grade, Dad will tell me about how he always goofed off when he was in school and got bad grades. He wants me to be different, and I want to be able to tell my kids about my good grades when I grow up. I really don't get into trouble about my grades, Mom and Dad just tell me to try harder next time.

Now, my Social Studies book is one big assignment and the English book is just the same, except with an assignment on every page. I read these books so I can do the assignments and take the tests. If I take my time and I feel like it. I can do really good on these assignments. I will get lucky and get an "A" or "B". When I don't feel like doing the assignment and reading, I have to anyways. These are the times when I will look around the room instead of following the teacher as she explains the assignments. I know I can figure out how to do the assignment, but I don't really feel like looking at it until the teacher tells us to do it. I also have trouble getting some assignments done on time when I don't feel like doing them. I also forget to write my name on my paper.

About seventy percent of the time I spend reading is to do school assignments because I have to get the grades. I know the teachers want me to learn in these books. We read it aloud and they ask us questions in class over the reading. I like to volunteer to read aloud and answer questions. Sometimes, we get a class lecture on why they're there and how we need to learn this stuff.

I find it easy sometimes to remember the ideas in the reading. This happens when I can think about the reading and get to know it, then read it a second time through to get more facts. It's real easy to read it again when this happens. I find it happening with the parts of the reading that interest me, like states, capitals, factories, and industries. I like graphs too. Maybe, it's because I like to learn about other places. I also find the science book interesting most of the time. Sometimes, I even find the questions interesting to do. Still, when I think about all the school reading I have to do, I only read about ten percent of it for reasons other than having to do the assignments.

albert

SELF-PORTRAIT: Butch

I am reading all the time. Often, I don't have anything else to do. Plus there is this thing at school where you win a free pizza if you can read four books a month. I want to finish a book every five days so I can win the pizza again this month like last month. Last month, I read three "Encyclopedia Brown" books and one called Operation Dumb Chump. Right now, after four days of reading, I am on page 100 of Otis Spawford by Beverly Cleary who is one of my favorite authors. Next, I plan to read Choclate Fever and another "Encyclopedia Brown" book. When I read at school, I like to read different parts that are good to my teacher. I also like to show her how far I have read in each book just since I started. Sometimes ~~I fold~~ up a piece of paper to make ~~a pacing guide~~ so I ~~can read fast~~er.

I really like these "Encyclopedia Brown" books because my Dad is a lawyer and to me it is always a mystery around the house who is going to win each case. These mysteries give an answer in the back of the book, but I never read that until I'm done, because I like to try to figure it out myself. But I don't like all mysteries. I think those "pick your own adventure books" don't make any sense.

I have been reading these books between T.V. shows and for about a half an hour each night in ~~the~~ my room. I think I deserve to watch T.V. after reading each night. Of course I keep reading during commercials because I don't like them. Sometimes, instead of reading I will play my drums or eat. I like to eat, that's why I like pizza.

My Mom also tells me to read when I go to bed, because it will help me go to sleep. I also learned to read in the bathtub from Mom, but I play first for a while before reading. I see my Mom reading great big books with 500 pages and real small words. Dad reads mysteries too, like me. He stretches out on the couch and reads all the time. He also has his own library of books. About the only time I stop reading a book is during the seasons that it is nice ouside and the days are longer. In the winter I can't go out as much.

I also really like to read the encyclopedia. I am always looking things up. The other night my sister was doing a report on Egypt and I saw one of her books open to a picture of King Tut. So I looked him up in the encyclopedia. I always know what I'm looking for when I use the encyclopedia. I like to look up things about places with real old stuff. Once I looked up drums. I like to figure out stuff that I see, or hear, or think about. I like knowing about the stuff partly because it will help me when I have to write reports other years in school. I'm just curious, I guess. My friends are always asking me about stuff and I'm telling them about stuff that I find out. A lot of times I use the encyclopedia to study the states and capitals for tests, instead of taking the school book home. I like the encyclopedia because it doesn't give me every detail like the textbook. It gives all the important stuff first, so I get a real clear understanding.

I figure about half the time that I read I have to read schoolbooks. I really don't read in my English book--just work in that one. With my Reading book I sometimes like the stories and sometimes I don't. We just talk about my Science book. The Social Studies book gives me information that I have to learn for the test. The teacher wants me to learn this information so I can use it later on a job application so I can get a good job. I want a good job too, so I can be happier making more money to get the things I want. The teacher grades me on what she wants me to know and the grade tells me what I know and don't know and what I need to look up in my encyclopedia over the summer. I don't get into trouble over my grades. Mom and Dad told me that my grades show what I know and if I do bad, they say I should just study harder because I might need to know this in the big world.

I don't like the way we do vocabulary though in Social Studies. I think we should just look up a word in the back when we need to. The way we do vocabulary in Reading is not as dumb. I can skim and find the answers for all the questions in the Social Studies book and I know how to study so I don't understudy or overstudy.

Some of the time, I like to flip through the Social Studies book and look at the pictures. If one catches my attention, I'll stop and read to figure out what it is all about. My favorite picture is one of a huge mining truck that is so big that the people look like ants and the regular size bulldozer looks like a toy. I was real curious about that picture when I first saw it. But other pictures, I don't like at all. One of these is the maps that have all the states and capitals on it that I have to memorize. I don't like to memorize. The stuff I read will stay in my head if I like it, but the other stuff is gone in a half an hour, especially after watching T.V.

Butch

REFLECTIONS:

These self-portraits attempt to create the three dimensional people which shaped the experiences of this research. Each person is unique in the way they think about reading, especially why they read. Yet they seem to believe some very similar things about reading. This is the concern of Chapter Eight.

To some degree the beliefs presented by the respondents were created by their interaction with the inquirer. Whether this shaped the feelings they shared to a large or small degree must be judged by the reader, based upon the convergence of observations and interviews provided in Chapters Two and Four. This question is again taken up in the following Chapter which highlights the methodology and analysis employed at this phase of the research.

Certainly, these self-portraits are fragments of the full world views which each respondent uses to create their experience. And reading-ness is an even smaller fragment somehow distributed through that experience. The signatures at the end of each self-portrait are confirmations by the respondent that they do reflect his or her view of the purpose for reading.

CHAPTER SEVEN: FINAL METHODOLOGY

ADJUSTING THE LENS:

The self-portraits were created by a need to bring together all the interview and observational data into one place for each respondent. The drive for consensus of the next chapter was a need to share among the respondents one construction about the purpose for reading which they seemed to hold together without ever discussing it amongst themselves.

TRACING THE FOCUS:

This final account of the methodology which directed the inquirer's decision begins with the sharing of the interview with Albert with four colleagues a day or two after the interview. A couple seemed to think in my oral rendition of the interview that I pressed Albert into saying what he said about his purpose for reading. Maybe they were focusing on the purposes which Albert would say if I continually asked why until he had to repeat his purpose, which was my plan of questioning. I was focusing on the components of a reading purpose in the interview. Neverless, their questions prompted two inquiry processes. The first was that I knew I had to go back and interview the six respondents one more time and actually share with them what a reading purpose was made of to reach an acceptable consensus. The second was that in my reporting of this study I knew I had to create open text sections in which I narrated both observations and interviews so readers could create their own meanings about the constructions of the respondents. Then they could compare these meanings to a narrative of the respondents' actual beliefs about reading and the reading purpose; this was the origination of the format for this case study.

Before describing the methods imployed to reach consensus, I will explain how the first person self-portraits were written and confirmed. The data for the portraits came from the observation data cards which I regrouped on my present understanding of what makes the reading purpose. These were positioned on my left at the computer. The drawing of the respondent's reading purpose was then tacked up on the bookshelf to my right. The interview documents for the respondent were read through carefully then spread out so a glance at a portion of the page would recall much of the page and it could be selected for closer rereading. Then the data cards were read as they lay on the small table. Then at some point in this I began to type using the voice of the person from an interview memory. I tried to organize the narrative by placing what the respondent felt most strongly about at the beginning. I began each narrative with a statement which seemed to represent the respondents overall view towards reading. I included in the narrative all of the examples of reading that were in the data cards, interview documents, and diagram of reading purpose. Each narrative took about two hours to produce. These narratives were read and corrected by the respondents and their confirmation was noted by their at the end of the narrative.

To prepare for the interviews for consensus, I first decided to develop a few questions which would be answered the same by all the respondents if there was consensus. Again, my mind went back to making a long list of purposes for each respondent and then asking them if each purpose involved a need, task, and material specific to the purpose. I thought I might develop a chart for each respondent which had all of these components listed and related. But then when I was presenting this to some other colleagues I fell upon a picture which showed the relationships between the person, content material, need, and task. And this seemed to represent the relationship held by all six respondents. So I decided to type one page of examples which represented each respondent's purposes for reading. I went to school on 12/2/86 and had six short interviews of 8 to 15 minutes with each respondent. In each of these interviews we read the examples and put them into a picture that I drew at that very moment.

All of the respondents felt the diagram was an excellent representation of their purpose for reading. I felt that I had reached a point of closure on at least this experience of meaning.

FINAL REFLECTIONS:

I thought my initial focus about why students read would be easy to find out, by just watching students and asking them to make a list. I began with too much observation, but it did provide me with a lot of experience with the students in their school setting. However, I sidetracked myself by jumping on the data too quickly and coming up with a view of reading purposes which was my own and not the respondents' belief. Debriefers helped me realize this. The interviews introduced me into a whirlwind of respondent beliefs about reading, reading purpose, and school reading instruction. I lost my focus in a complex choice of directions. Debriefers and reflection helped me refocus on finding out the construct of a reading purpose. When I stopped trying to develop a great taxonomy of purposes, and started listening to what each respondent was saying about reading and purposes for reading, dramatic similarities between both teachers and students were apparent. As I shared these similarities in the form of a picture, the degree of "personal needs" and "have to tasks" that created the selection of "content material" to reach the "reading purpose" for each respondent became very clear. At this point the creation of a self-portrait brought the inner-voice of each respondent into my own experience. I hope it has become part of your experience, too.

CHAPTER EIGHT: CONSENSUS WITH FUTURE HERMENUTICS

ADJUSTING THE LENS:

This is the final chapter of this research report. As the inquirer listened more and more to each respondent and watched the classroom reading activity and reflected upon the what each respondent's construct of the purpose for reading, similarities seemed obvious. Yet, the inquirer did not share with each respondent what the other respondents believed about reading till they seemed to be saying the same thing. The consensus of the six respondents is considered in the first part of this chapter.

Even though the inquirer experienced consensus with these six respondents, some very different feelings about the purposes for reading were also experienced. These ideas are already the seeds for future dialogues about the teaching of reading and the use of reading in teaching. As was stated in the Chapter One, these dialogues are not the mechanism for producing a doctrine on how to use the purpose for reading in teaching. They are dialogues to engage each willing teacher and student into sharing their purpose for reading and learning. And through such hermenutic experiences, each person becomes an inquirer, thereby a designer of each moment's experience in the classroom, instead of operating on a classroom plan that generalizes the purposes for reading and learning. The second part of this chapter presents these seeds and a small trace of their origination.

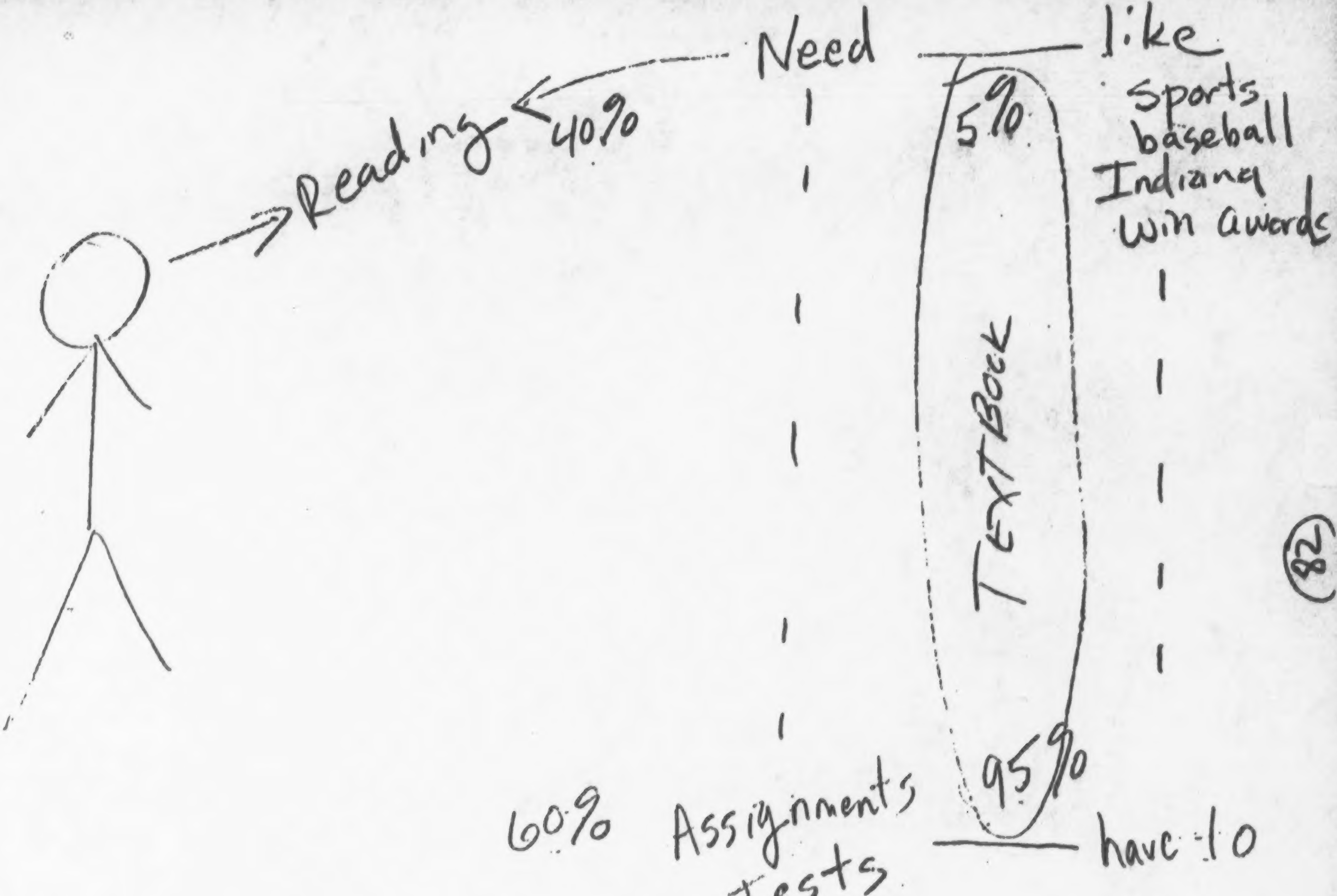
CONSENSUS:

The respondents were not using the same words, or the same examples, or the same reasons, or the same distributions, yet all six were saying a similar thing about the construct of a reading purpose. Each one spoke of a particular material when they related purposes for reading. Each one spoke of some personal reason that they needed to satisfy in relation to the reading. Each one said that sometimes they had to perform tasks in connection with the reading. And each one spoke of being interested in particular types of reading that related to the personal reason for reading.

A relationship among these aspects of reading would reflect what a reading purpose represents in this experience. It would be a kind of grounded theory of the "reading purpose" construct. It was a consensus without asking the respondents if they agreed, but it was critical to try to present to each respondent some representation of this consensus about the reading purpose for their confirmation.

To attempt confirmation, some reading examples of each respondent were typed onto one piece of paper and presented. As part of this presentation, the inquirer said that he wanted to draw a picture of the person's purpose for reading to see if it summed up these examples why they read. Together, the respondent and inquirer read the person's examples of reading and added each event to a picture that was begun on a blank piece of paper. The first example began the picture the stick figure and the idea that the person uses reading to satisify a "need". Further examples developed the picture to include different interests and reasons that were part of this "need" and to include "tasks" which created a new set of needs for reading different from the primary set. These "tasks" also tended to select the type of reading just as the "needs" directed reading material selection. But the "tasks" and "needs" were separate for each person, who could divide the amount of time they read between the two using percentages. Other reading examples from past discussions, not on the example page, were added to the drawing test its inclusiveness.

Each respondent accepted the picture as representing their purposes for reading. Some differences developed in some pictures now presented in the following order: Bobby, Jane, Albert, Butch, Mrs. Tupps, and Mr. Allen. After the pictures these differences and the consensus construct of "reading purpose" will be discussed.


Need
like
Reading
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sports
baseball
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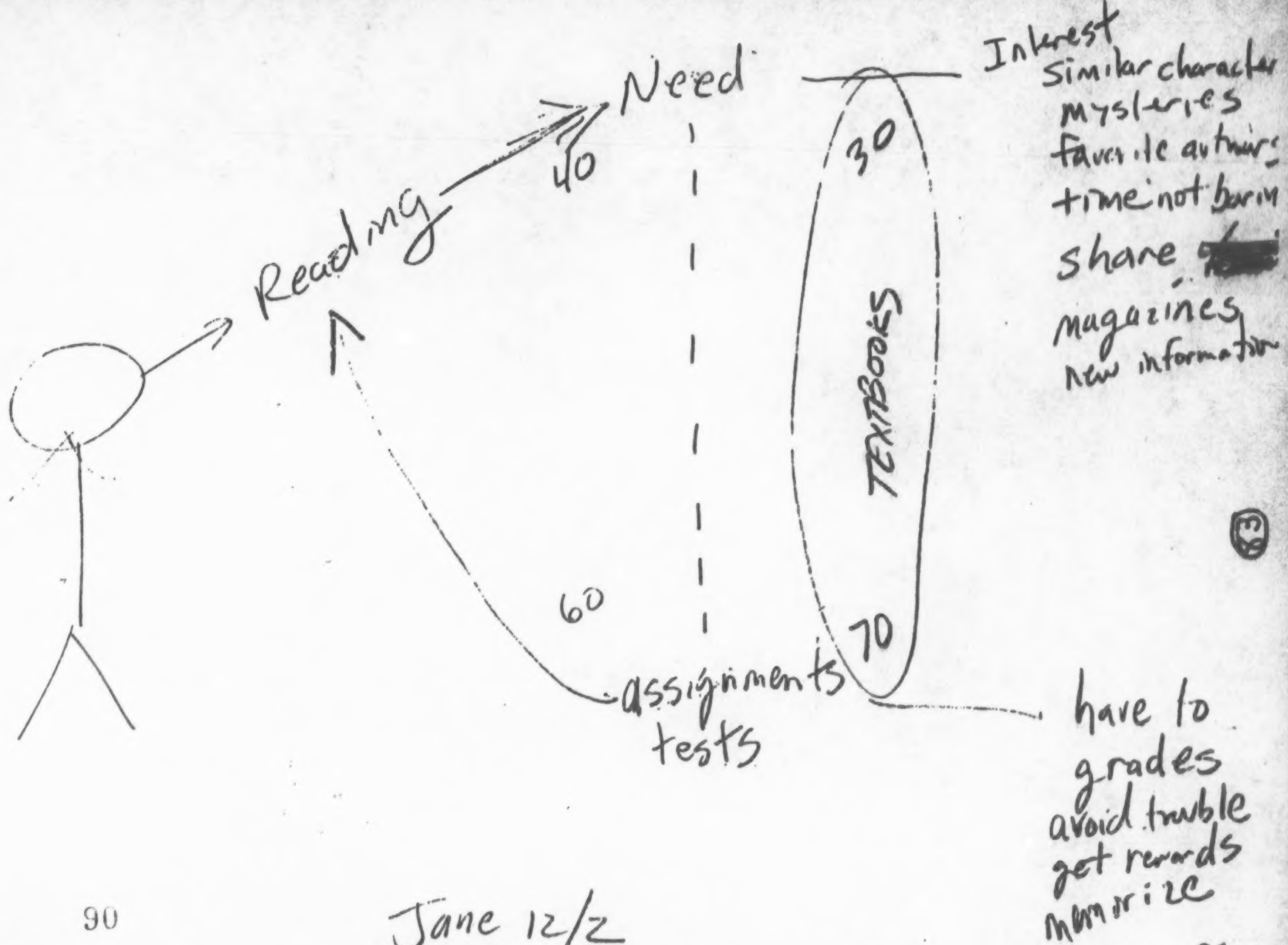
TEXT BOOK
95%
60%
Assignments
Tests
have to

Bobby 12/2


Reading
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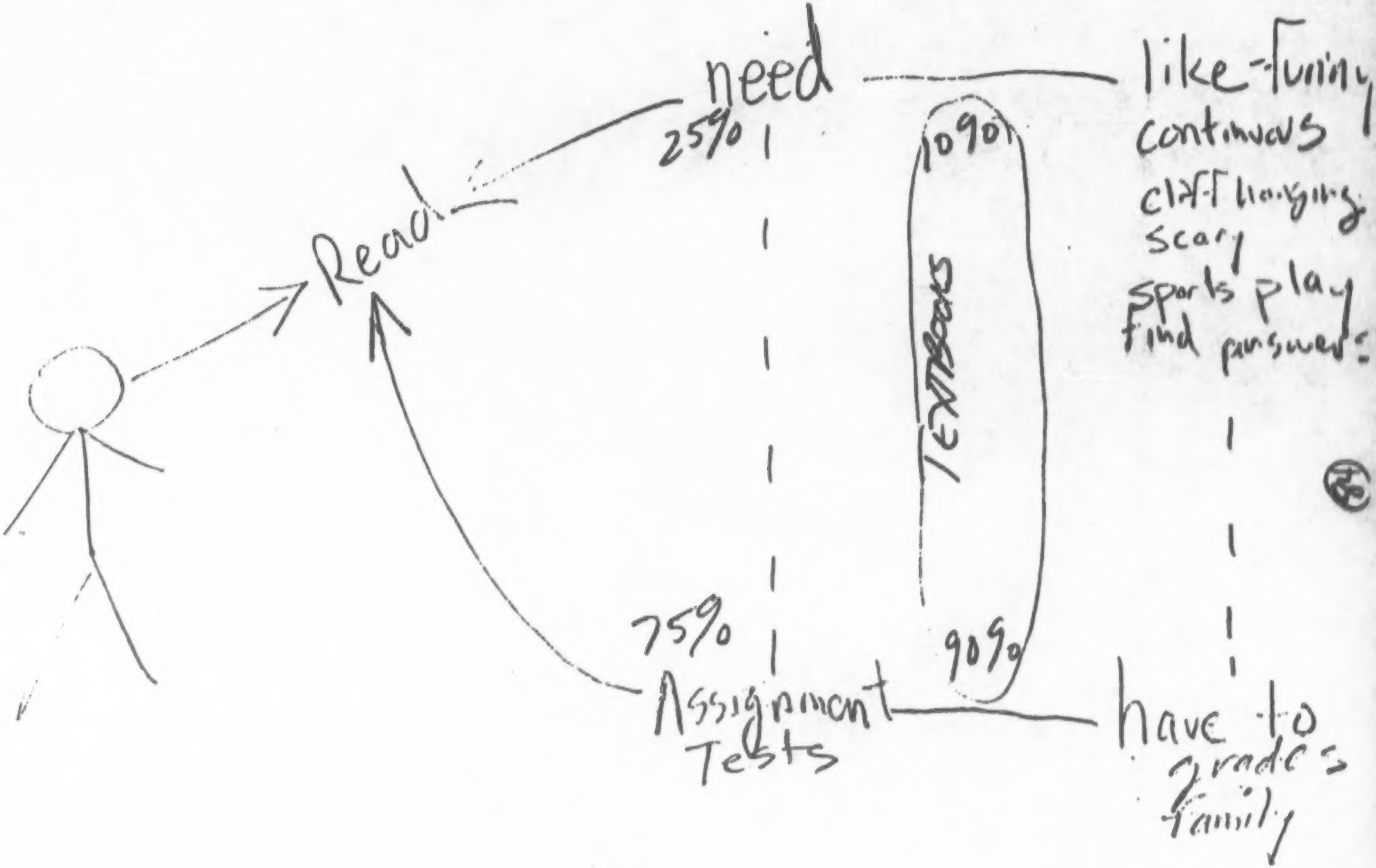
TEXTBOOKS
assignments
tests
Interest
Similar character
mysteries
favorite authors
time not boring
share
magazines
new information
have to
grades
avoid trouble
get rewards
memorize

Jane 12/2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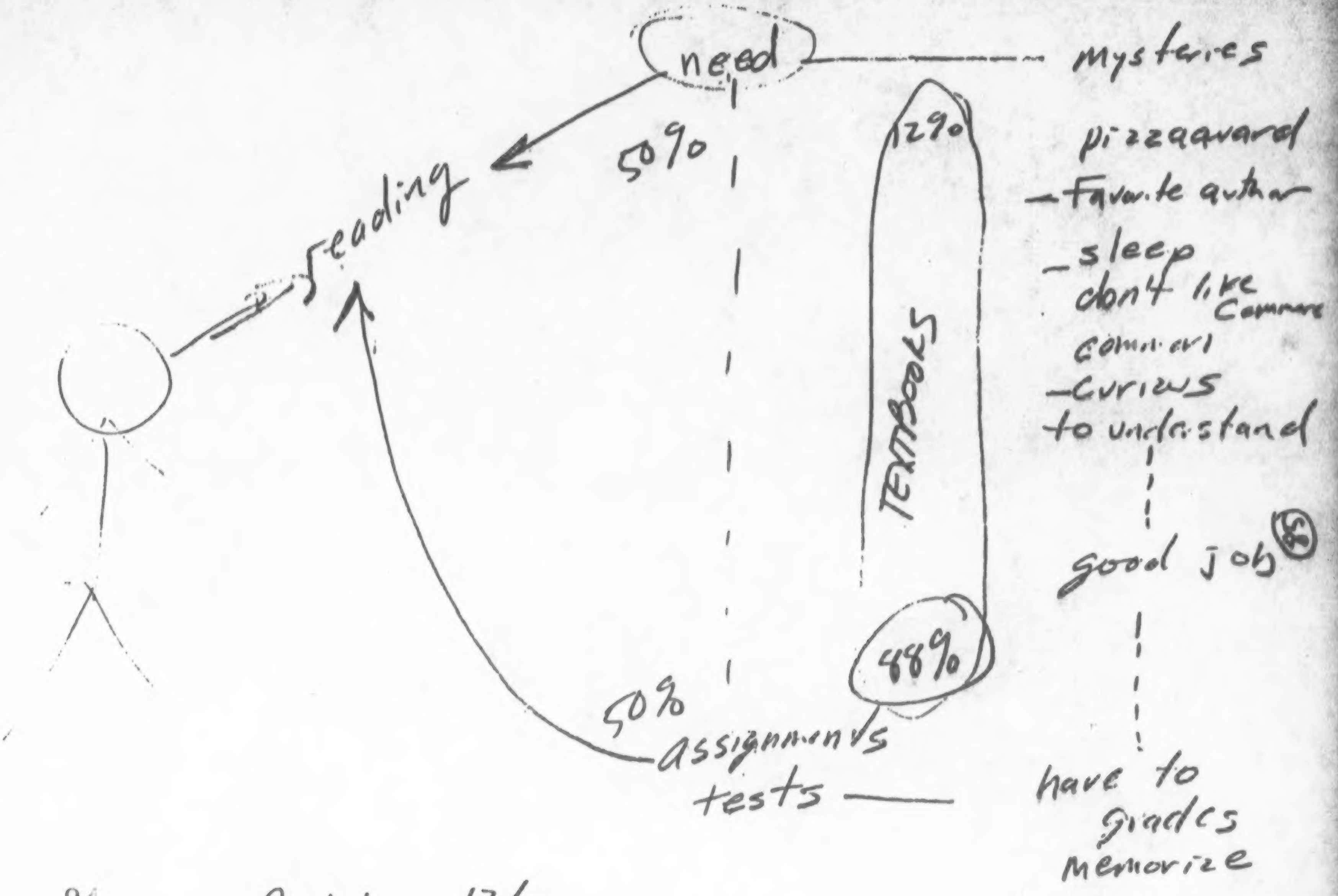
Albert 12/2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—Favorite author
—sleep
don't like Commerc
commercl
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50%
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have to
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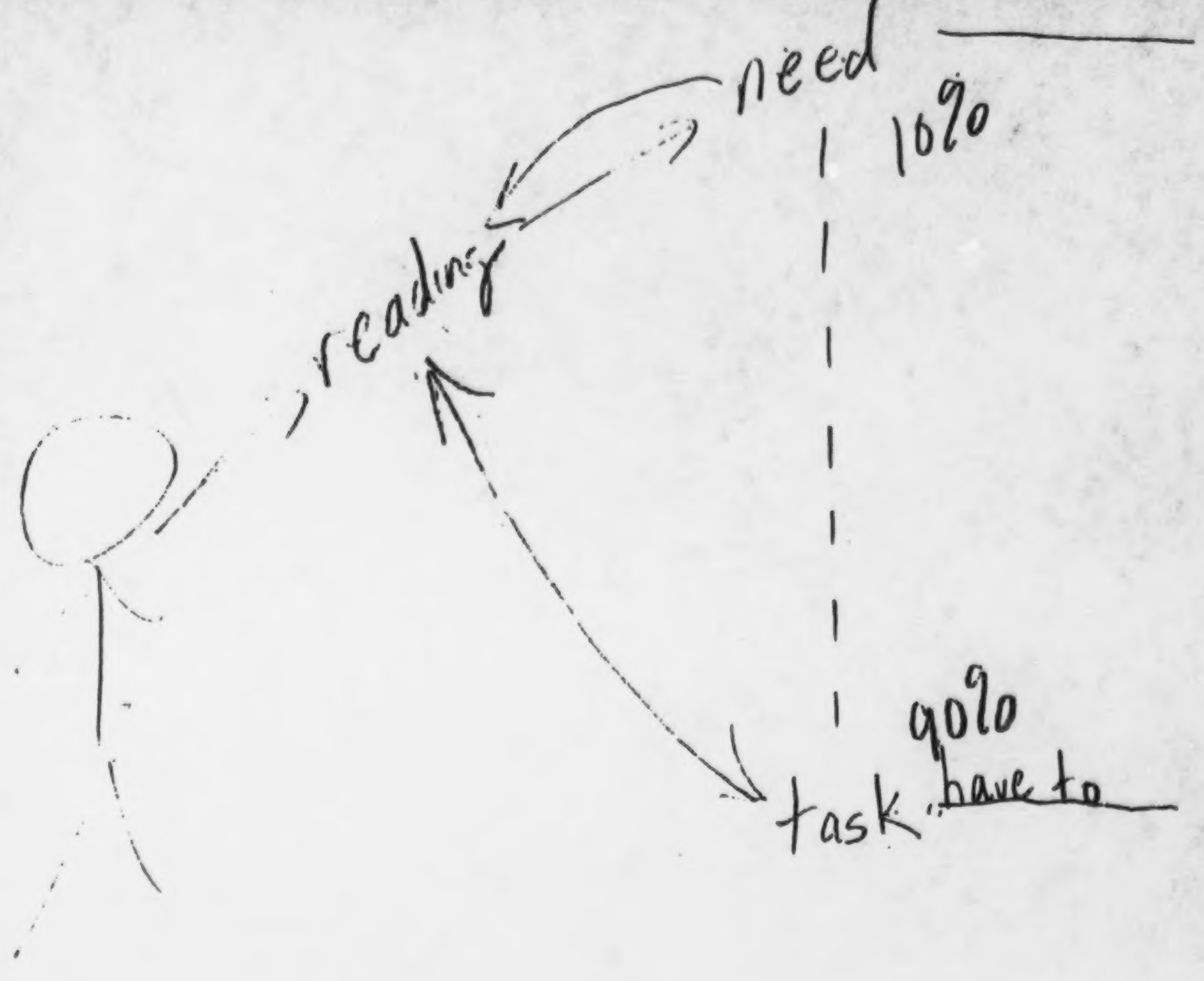
memorize

Butch 12/2


need
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task
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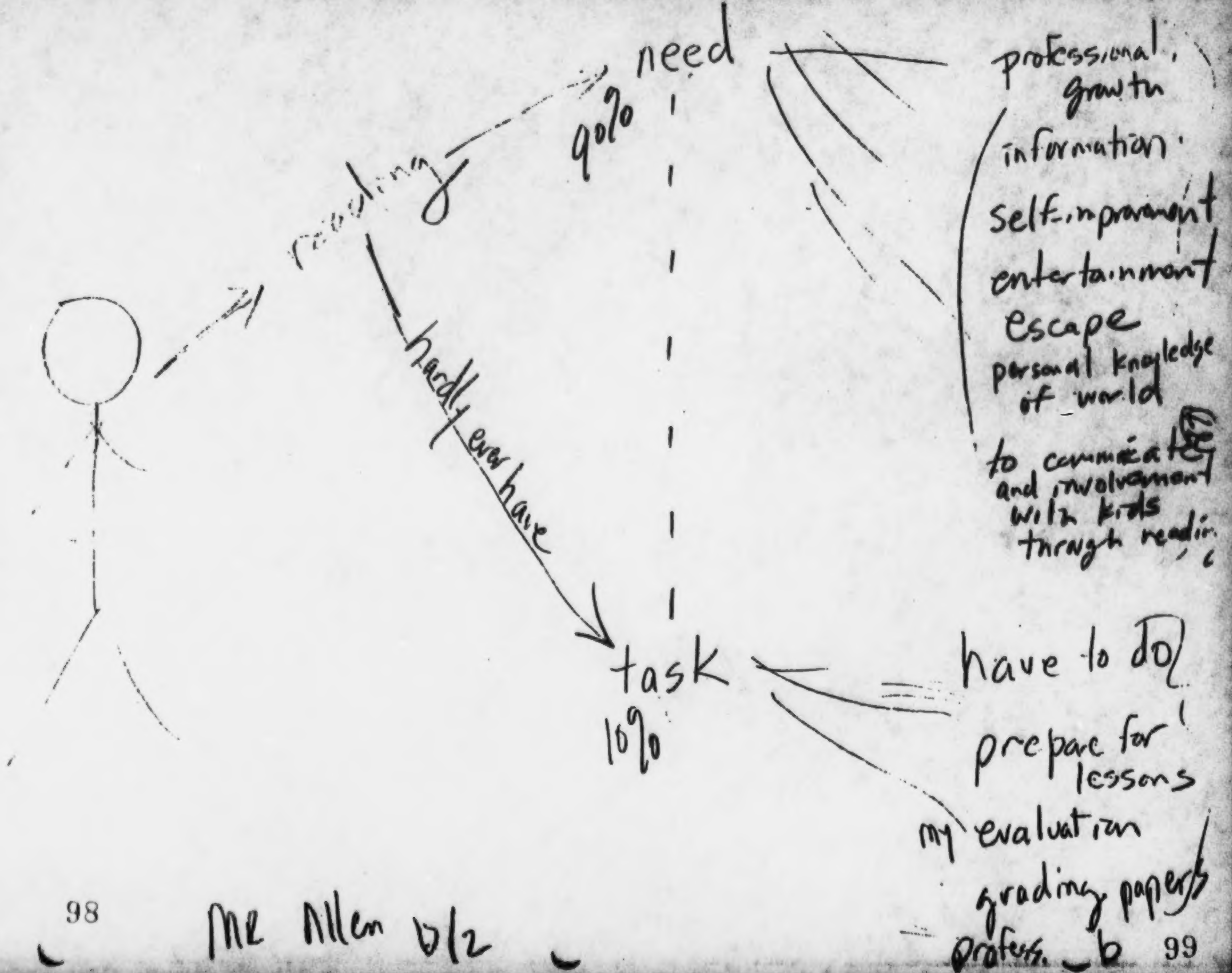
enjoyment
know things
Family health
personal growth
escape
sentimental
reflective
spiritual growth
awareness
⑧

work
self-preservation
avoid consequences
grading papers
→self evaluation
future needs

MRS TUPPS 12/2


reading
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information
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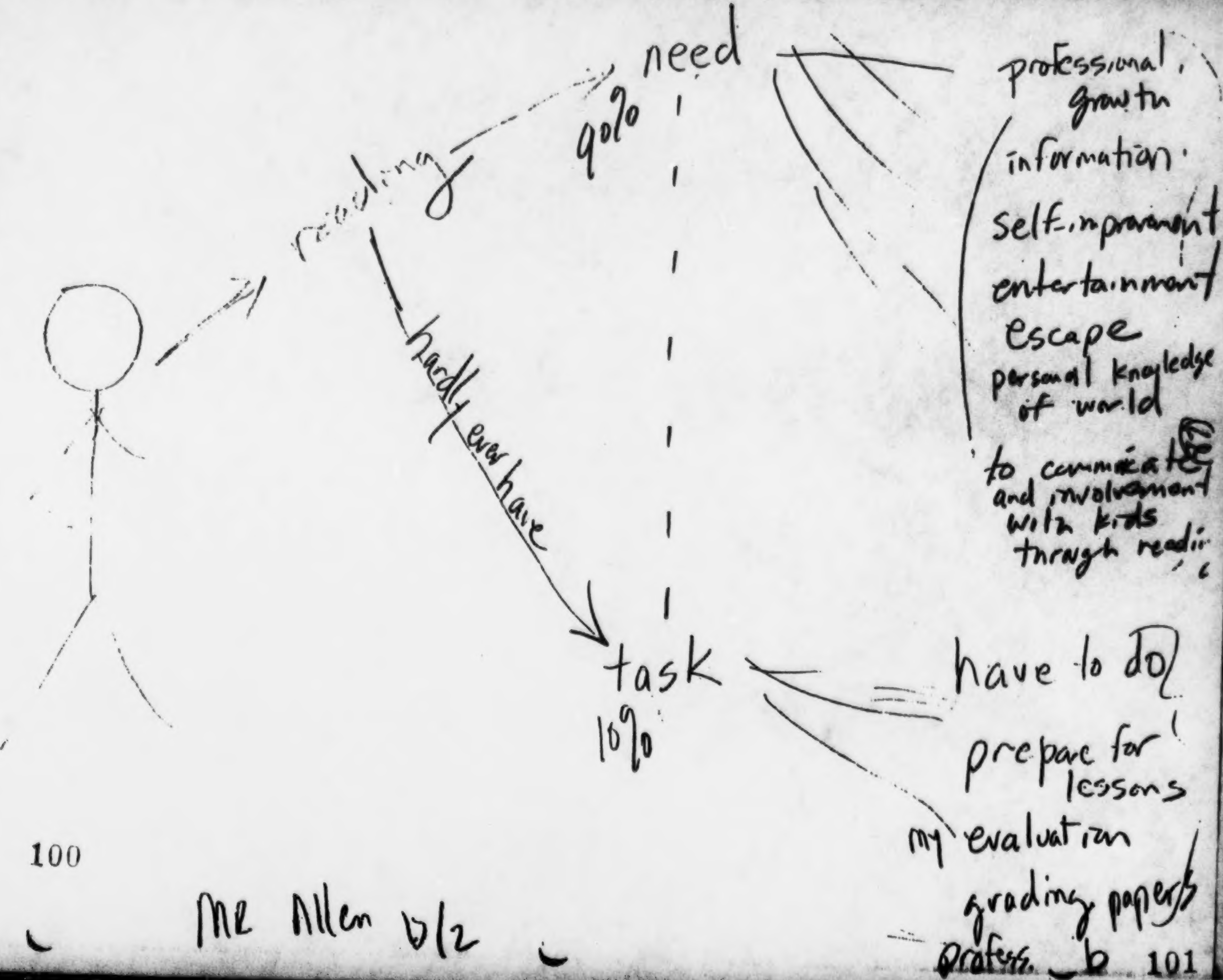
grading papers
profess.

MR Allen 12/2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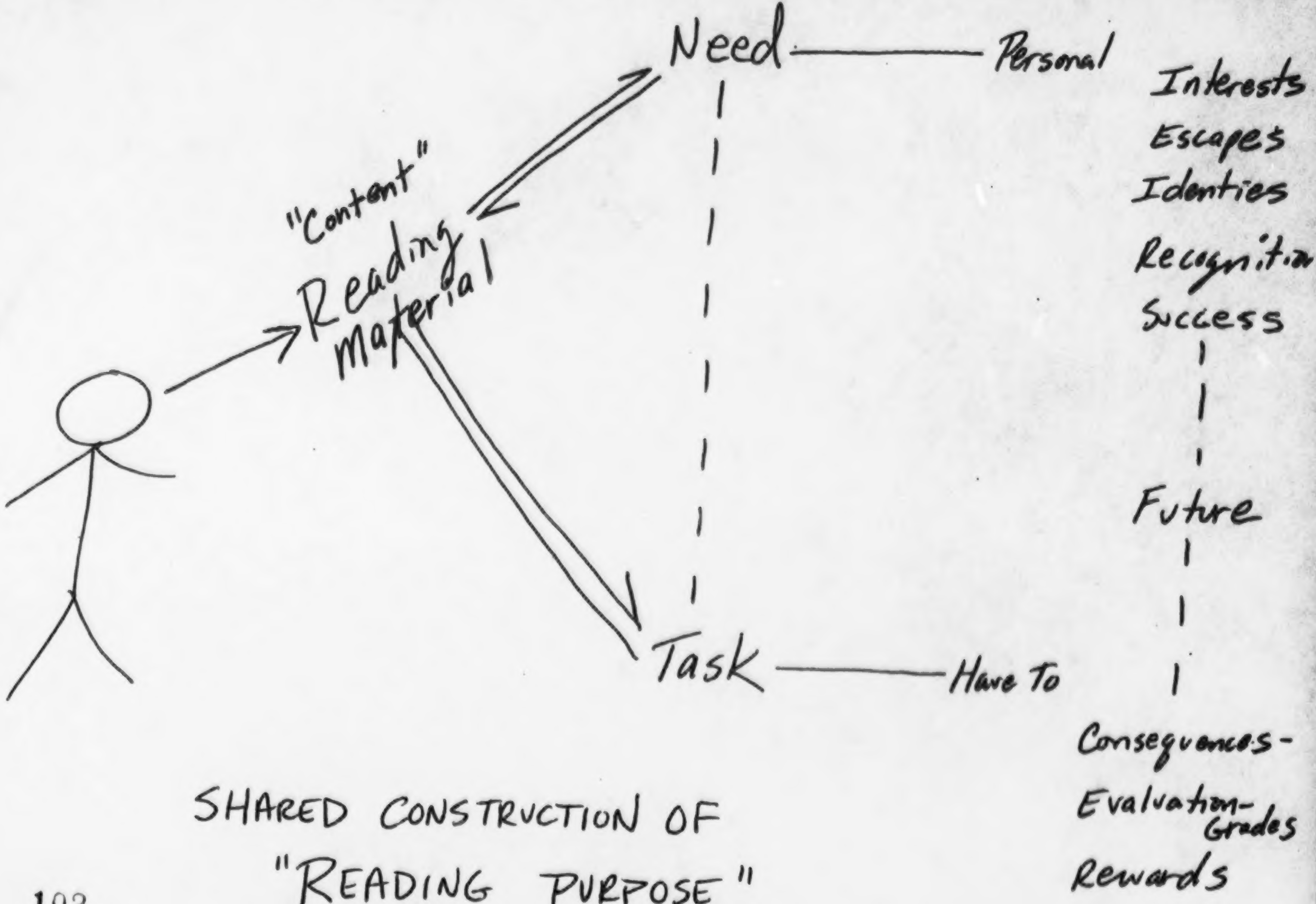
Mr Allen 12/2


Need
Personal
Interests
Escapes
Identies
Recognition
Success
Future
"Content"
Reading
Material
Task
Have To
Consequences-
Evaluation-
Grades
Rewards

SHARED CONSTRUCTION OF
"READING PURPOSE"

All the respondents agreed that reading is used to satisfiy a need or accomplish a task. The task is really just a certain kind of need that makes the reading more of an "I have to" kind of reading that is not as interesting. The task involves a different set of needs such as avoiding consequences, getting rewards, pleasing someone else, and evaluation. The task is almost like professional reading for a job in the case of teachers and for school in the case of students. Needs involve more personal reading for both the teachers and students.

The later respondents agreed that the task and the need also directed the selection of what will be read. The types of materials selected to read were expected to satisfy the needs or task, so the material is a very important part of the "purpose for reading".

All of the respondents agreed that to some degree the tasks and needs were one in the same when the purpose for reading went further towards the personal end and away from the "have to for someone else" end. With personal reading the "task" is the satisfying of the "need". With "task oriented" reading the "needs" become separate from the "task"; The tasks engage needs that form a secondary purpose once removed from personal learning. Then, personal learning becomes experienced as a primary purpose for reading that is "need oriented". Such "need oriented" reading then composes all the types of things that a respondent believes are important to himself, that he is interested in figuring out, and that he is interested in becoming. The "task" engaged needs then composes all the types of social expectations and judgements that the respondent accepts as important to live by in the world. To differing degrees the respondents have moved some of these social expectations, such as doing an assignment well, out of the task needs of grades and into the personal needs of wanting to learn the concepts or information. All of the respondents recognize the fact that "task oriented" learning ends in the task itself and that "need oriented" learning becomes a part of the person's experience of the world which will reappear readily in future experiences.

A critical point concering the purpose for reading needs highlighted in closing. All of the respondents purposes are very specific to the context in which the need, material, and task are engaged. One minute the material may become more personal "need oriented". The next minute the task may become the satisifaction of a secondary task ending need. The next minute the person may just stop reading or select a different material because the purpose has changed or because the purpose is not being met. The dynamics of a construction of the "reading purpose" may be grounded in this research, but the "purpose in action" for reading is like a picture of a UFO, each reading event is clear when it is experienced by the individual, but becomes shadows or even invisible when an attempt to capture it is made. A moving picture is closer, but is still two dimensional without the mind of the movie star, nor the mind of the movie maker.

FUTURE HERMENUTICS:

The first hermenutic is to continue to inquire with other respondents the purposes they have for reading. This could easily evolve to various other ages and contexts. One area which this inquiry considered early was the parents of the students in this case study.

The second hermenutic is to share the collections of needs each student has expressed directly with other students to develop a fuller list of shared needs for reading. This would include task needs. Then the amount of time and different instances when task needs develop could be shared. Students would gain an understanding that a purpose which ends in the task may not have as much value as a purpose which involves more personal interest and personal learning. Some students, like Butch, may help to explain to the other students his reasons why he finds less reading for task needs that the other students. Jane may point out why she finds more things of interest in the textbook reading that the others.

The third hermenutic is to share the constructions of the students with the teachers and the teachers with each other. The exact difference between the amount of personal "need oriented" reading and "task oriented" reading between the two teacher respondents in this study would be interesting to share in terms of what those beliefs mean for instruction. Discussing instructional contexts that help create a reading purpose that is more "need" oriented would also seem to develop to a greater degree the personal learning process which both teachers believe is important to the future life of the students. Attempting ways to reduce the "task oriented" purposes for reading to develop more positive attitudes toward reading and school learning could be experienced and discussed.

The fourth hermenutic is to begin an inquiry into the reading strategies used by students for different expressed purposes. Many different strategies will undoubtly emerge for similar sounding purposes by different students. Understanding these strategies and how they are engaged is important for providing demonstrations which engage students in new strategies for reading and learning. The different strategies engaged by "needs" and "tasks" might be compared by the different students and teachers involved.

The fifth hermenutic builds on the preceeding ones. It involves the design of reading assessments which have as much "purpose" context as is possible. The reading assessments in present use are very "task" oriented and engage the student in artificial reading events. Assessments which engage the student in purposes for reading which bear more relationship to personally developed needs for learning would provide the teacher and student with valuable information on how to improve reading. Such assessments might look more like an instructional/interview setting that the traditional standardized tests of today. But such assessments are on the horizon and must be developed.

REFLECTION:

This case study reflects the germination of a life's work. Like this research, the life's work will refocus many times. Like this research, the life's work will probably be out of focus most of the time. How to improve reading for learning and enjoying in our schools' instructional setting is the life's work goal. How to develop this experience with a participanting community is the challenge.

Audit Trail Code

FN	Field Notes
IN	Interview Notes
ID	Interview Document
M	Methodology Journal
#	Page Number
A, B, C . . . n	Data bit on specified Page
MY	Memory

Respondent Name may be added to "ID" code and the number which follows represents the document number.

Audit Trail: Chapter Four Interviews

Text Section	Data Location
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2	ID BOBBY NO. 3 #2
3	IN #39
4	IN #39
5	IN #40
6	FN # 49 & 56D
7	IN #40
8	ID BOBBY NO. 3 #2
9	ID BOBBY NO. 3 #2
10	FN #57B
11	ID BOBBY NO. 3 #2
12	ID BOBBY NO. 3 #3
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31	IN #48
32	IN #48
33	IN #50
34	

Audit Trail: Chapter Four Interviews

Text Section	Data Location
35	IN #49
36	IN #49
37	IN #50
38	IN #50
39	FN #17B
40	IN #51
41	IN #51 & MY
42	ID ALLEN NO. 2 #6
43	MY
44	MY
45	IN #27 Right Side
46	IN #25
47	IN #28 Right Side & IN #25
48	IN #25
49	ID JANE NO. 3 #2
50	IN #25
51	IN #29
52	ID JANE NO. 3 #2
53	IN #30
54	IN #26
55	IN #26
56	ID JANE NO. 3 #4
57	IN #27
58	MY
59	IN #27 & #35
60	IN #36
61	MY
62	ID TUPPS No1
63	ID TUPPS No1 #6
64	MY
65	IN #72
66	IN #72
67	IN #73
68	IN #73

Audit Trail: Chapter Four Interviews

Text Section	Data Location
69	MY
70	IN #74
71	IN #74
72	IN #74
73	MY
74	IN #75
75	ID TUPPS NO 2. #5
76	IN #75
77	ID TUPPS NO 2. #5
78	IN #75
79	ID TUPPS NO 2. #5
80	IN #75
81	MY
82	ID TUPPS NO 2. #6
83	MY
84	ID TUPPS NO 2 #6
85	IN #53
86	IN #54
87	IN #55
88	IN #55
89	IN #56
90	IN #57
91	IN #58
92	IN #58
93	IN #59
94	IN #62
95	IN #63
96	ID BUTCH NO 1 #2
97	IN #63
98	IN #63
99	IN #64
100	IN #65
101	IN #66
102	IN #67
103	IN #67
104	IN #68
105	IN #69

DAILY LOG OF ACTIVITIES

Date	Time	Activity
9/24	7:30 pm	A fellow Grad student recommends a local teacher as a good possibility for a class to study reading purpose. It is a fifth instead of sixth grade but seems like a good option to get into class quickly.
Monday 9/29	8-9:00 pm	Just get phone # for teacher today, Monday, and call her at home to explain my project. She is very willing but must first check with other two teachers, her homeroom students have for Social Studies and English. I plan to call her back tomorrow.
Tuesday 9/30	7:00 pm	I call teacher back and she says the other two have agreed to allow me to observe the students while they teach. Mr. Allen gives me the number of the principal to call next. Mr. Allen also says that he has some good students in mind. I set tenative plans for first visit on Thursday, Oct. 9.
Thursday 10/2	2:00 pm	I speak with the principal and get his permission. He says I can begin next Thursday as soon as he signs the paperwork.
Friday 10/3	morning	I type up all the paperwork for research in the American School and the use of human subjects for American University. I drop the human subjects form off at the Administration office and the rest at the Education office for Experimental Education.
Monday 10/6	3:00 pm	I check back w/ Exp. Ed. office and find out my human subjects form should have gone through my department. Needed to collect and reroute forms.
Tuesday 10/7	8-11:30 am	I retype Human Subjects form. I walk paperwork through appropriate offices and obtain approval in time to make 3:00 appointment with Assistant Superintendent of American School.
	3-4:15 pm	I speak with American School Superintendent and get his approval with suggestions for change in Informed Consent Letter.
Wednesday 10/8	7-12:00 N	I write out methodology sections to prepare for tomorrows visit to school. I also call Mr. Allen to confirm that I will meet him around 8:45 a.m. He sets up the lounge as meeting place.
Thursday 10/9	8:30-11:45 am	I am at school. I drop off papers for principal to sign and meet Mr. Allen in lounge. The other 2 teachers come inand I explain briefly that I'll be watching the students to see what kinds of things they read. The morning goes fast. I check back to principals for paperwork. Mr. Allen comes into office and signs and we copy paperwork for American school and myself.

Date	Time	Activity
Thursday 10/9	12:30-2:30 pm	I type prose description of field notes - get through homeroom and reading class.
	9:30 pm	Talk with Mr. Allen about how well observation went and plan methodology for next Thursday.
Friday 10/10	2:30-4 pm	I type prose description of field notes - get through Social Studies class
Saturday 10/11	9-11:00 am	I complete English and science class prose description of field notes.
Sunday 10/12	6-11:00 pm	I begin this log of daily activities and wrote reflections on the first content and did data analysis of Observation #1.
Monday 10/13	11-12 Noon	Reevaluated my methodology for next steps in view of class session which discussed process steps of inquiry.
	8-11 pm	Did note cards of students' purposes for reading behaviors noticed in Observation #1.
Tuesday 10/14	3:30-4:45pm	Continue note cards of students' purposes for reading in Observation #1. Get though English class.
Wednesday 10/15	8:30-11 pm	Complete note cards - sort by class for different purposes, of the 3 teachers to check in interview, write methodology for 2nd visit.
Thursday 10/16	8:10-4:45 pm	Visit school 8:30 to 3:30 - observe 8:45 to 12:00 then ate lunch w/teachers, 12:35 to 3:00 data analysis - reduced field notes to purpose material time name. Met with 6 respondents 2:55 to 3:10 and did Informed Consent. Met with teachers (3) from 3:20 - 3:30. Completed Informed Consent w/teachers 4:00-4:15 pm. Completed data Analysis.
Friday 10/17	11:30am-2:50 pm	Wrote some reflections on the second visit - methodology pages 27-28. Typed the constructs of each teacher and the students' as a whole on the end of typed description of the first observation.
Saturday 10/18	9-11:30 pm	Write note cards for observation #2. Code as first set except add the name of teacher or students to cards.

Date	Time	Activity
Sunday 10/19	6-8:00 pm	Continued note cards for observation #2 - not complete yet.
Wednesday 10/22	7:30 pm	Called Mr. Allen to interview him about his reading beliefs and ideas on different purposes for reading but he had a headache so we did not talk.
Thursday 10/23	8:30-3:30 pm	Visited school for 3rd time. Talked with all six possible respondants briefly-asked if they had written anything in their notebook I gave them last visit. Observed Bobby and Peg intensely and interviewed Mrs. Tupps at 1:15 to 1:40 and Jane at 2:50 to 3:10 - from end of lunch @ 12:20 to 1:00 and 1:45 to 2:45 completed notecards for observation CONTEXT II.
Tuesday 10/28	9-10:00 pm	Because of other course work papers I have not done anything with data or study. Wrote context three reflections tonight.
Wednesday 10/29	8:15-9:15 am	Debriefing with colleague. Wrote response to debriefing.
	8:30-9:30 pm	Data analysis OBS #2 - Sort cards and discover Jane, Al. Also sort 3 teacher cards to begin their collections. Also look back through OBS #1 for respondent specific cards.
Thursday 10/30	8:15-9:45 am	Catagorized cards for Mr. Allen, Mrs. Tupps and Jane and charted them on analysis page FN #45.
Monday 11/3	10:45-11:30 am	Wrote methodology reflections for context 4 for tomorrows visit.
	8 pm-2 am	Did data cards in 3rd observation for Mrs. Tupps. Typed constructions for 2nd interview with Mrs. Tupps and Jane.
Tuesday 11/4	8:30-10 am	At school--member check w/Jane in a 15-20 minute review of written construction and notecards to verify some purposes. Set up member check w/Mrs. Tupps. Interviewed Bobby 40 min. No observation.
	10:30-11 am	Wrote up interview w/Jane-Bobby
Wednesday 11/5	10:50 -11:15 am	Began writing reflections on Fourth visit - methodology.
Friday 11/7	8:30-9:30	Completed reflections on fourth visit methodology.

Date	Time	Activity
Saturday 11/8	1-5:30 pm	Completed all observation cards on first 3 visits w/Mrs. Tupps, Mr. Allen, Jane and Bobby (Bobby's construction also). Categorized them and completed tallies on Field Notes, pg. 45. Planned some context 5 methodology.
Monday 11/10	8:30-9 am	Typed interview sheets for confirming reading purposes with respondents on Tuesday.
	3-4:30 pm	Defrief w/colleague about study and focus. Worked on context methods.
Tuesday 11/11	8:30-2:15 pm	Visited school and interviewed Jane - 30 min. Wrote construction in interview notes. Met with Bobby 45 min.; Mr. Allen - 40 min. Arranged to meet w/Mrs. Tupps on Thursday at 1:15.
	2:30-4:30 pm	Typed up Mr. Allens beliefs.
Wednesday 11/12	8-10 pm	Typed up Bobby's belief #2. Read Mrs. Tupps corrections to prepare for interview #2.
Thursday 11/13	8:30-9:15 am	Wrote reflections on 5th context. Wrote methodology pland for today.
	9:40-10:15 am	Interviewed Albert
	10:30-11:10 am	Interviewed Butch
	1:15-2:00 pm	Interviewed Mrs. Tupps
	2-3:00 pm	Wrote some reflections and interview summaries.
Friday 11/14	4:15-4:45 pm	Wrote more reflections on Context #6.
Tuesday 11/17	8:30-11 am	Typed interview #2 w/Mrs. Tupps. Used narrative format w/her belief constructed in 3rd person.
	9:30 pm	wrote some methodology reflections begin pg. 65
Monday 11/24	8:30-10:30 pm	Typed interview #3 w/Jane; Typed interview #1 w/Albert
Tuesday 11/25	10am-1:30 pm	Typed rest interview #1 w/Albert; Typed interview #I w/Butch
	1:30-3:30 pm	Delivered interviews to school and asked respondents to correct them for tomorrow or Tuesday, 12/2. I also gave thick descriptions of my first visit to the 3 teachers to review and approve for final report.
	3:30-4 pm	Wrote more methodology organised/typed constructions notebook.
	10-10:45 pm	Traced Mrs. Tupps Int. Doc. #1 back to INotes and FNotes

Date	Time	Activity
Wednesday 11/26	8:30-9:30	Visited School. Interviewed Bobby #3 15-20 minutes to checkover typed Int. Doc #2. Wrote some meth. reflections and directions to go with this study.
Friday 11/28	11 am-3 pm	Typed examples of reading purpose for six respondents - wrote some reflections.
Monday 12/1	9-11:30 pm	thought about last visit and drew pictures to try to capture reading purpose.
Tuesday 12/2	8:45-8:53 am	Interview #2 Albert 10 years old
	8:54-9:04	Interview #4 Bobby 11 years old
	10:30-10:37	Interview #2 Butch 10 years old
	11:55-12:05 pm	Interview #4 Jane 10 years old
	1:20-1:35	Interview #2 Mr. Allen
	1:40-2:00	Interview #4 Mrs. Tupps
	2:30-4:00	Organized notebook of interview documents.
	9 pm - 2 am	Typed introduction/reflection format of case study. Typed some observations into 3rd person passive.
Wednesday 12/3	3 - 3:30 pm	reoutlined case study format
	8:30-12 pm	began typing observations in 1st person - scene by scene accounts. redid last nights - did new ones from data cards and field notes.
Thursday 12/4	8:30-11:00 am	Completed typing use study observation accounts for Tupps and Allen.
	1-4:30 pm	typed Allens - finished chapter 2
	11-12 pm	Worked some on Introduction case study
Friday 12/5	10 am - 2 pm	typed chapter 4 interviewes
	4 - 4:30 pm	typed introduction to chapter 6
	8 pm - 2 am	typed Bobby & Janes portraits
Saturday 12/6	1:30 - 6:30 pm	typed portraits - Tupps, Allen, Albert
	8 - 9:15 pm	portrait - Butch - complete chapter 6
	9:15-1 pm	Chapter 8 and some on Introduction
Sunday 12/7	10 am-2:30 pm	Introduction - Audit trail - completed case study

October 16, 1986

Purposes for Reading and their Strategies

Parent and Student Information and Consent

My name is Jamie Myers and I am a doctoral student in Reading Education at Indiana University. I am investigating the purposes students have for reading different materials in school. For the next six Thursday mornings I will be observing Ms. Rogers' homeroom students' reading activities. During these visits I will be talking to students about why they read different materials. From these students' comments, I hope to develop a list of different purposes that 5th. graders have for reading. From this list, I will further talk to students about any different approaches thay may use while reading for different purposes.

I would like to discuss with your son or daughter their reading purposes and approaches to different materials. From these discussions and other observations I will be writing a report which explains the different purposes your son or daughter has for reading. Real names, including the school and teacher, will not be used in the report or in the recording of discussions and observations. Professors at Indiana University, fellow graduate students, and your son or daughter's teachers may be readers of this report; no others will be given the report without your further permission. You and your son or daughter will receive two copies of the final report. If at any time during the study you wish to withdraw your son of daughter's participation, you may do so. If you have any questions, please call me at my office (335-7260) or home (334-2157). I may also contact you to find out what kinds of reading your son or daughter does at home.

I appreciate your consent to discuss reading with your son or daughter and I agree to conduct and report this study according to the terms above.

____________________ ________
(investigator signature) (date)

---------------------(cut and return)-----------------------

By signing here, I, ______________________________, give my
(parent's signature required)
consent for my son or daughter to discuss reading with Jamie Myers. This includes my consent for the final report to include quotes about reading made by my son or daughter. Date:________

By signing here, I, ______________________________, agree to
(student's signature required)
discuss reading with Jamie Myers and to allow him to include my quotations about reading in the final report. Date:__________

October 16, 1986

Purposes for Reading and their Strategies

Teacher Information and Consent

As part of my study and reporting of 5th. graders' purposes for reading and how they achieve those purposes, I would like to discover what you, as the teacher, believe are the different purposes for reading. We might also discuss reading as it pertains to the 5th graders identified as respondents in this study.

I would like your consent to present the teachers' view of reading purposes in the report, with the inclusion of quotes made by the teachers about reading purposes and strategies. Real names will not be used in gathering information or in the reporting. Professors at Indiana University, fellow graduate students, the parents of the respondent students, and fellow teachers are the only people who may read the report; additional audiences require your further permission. You will receive a copy of the final report. You may withraw your consent to particiapte at any time during the study.

I appreciate your consent and I agree as the investigator to conduct and report this study according to the terms above listed.

(investigator's signature) (date)

I agree to particiapte in this study and grant my permission to be quoted directly in the final report.

(teacher respondent's signature) (date)